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ABSTRACT

The manual describes activities designed to teach dance to adolescents with mild mental retardation. It is explained that the manual can be used in a sequential 25-week course in a mini-approach, or as a special event or performance guide. Expected outcomes are considered, including increased self-confidence, improved peer cooperation, and increased independence. The bulk of the manual is composed of 30 activity lessons which include information on goals and objectives, tasks, organization, and teaching emphasis. Activities are grouped into five units: movement orientation, movement exploration, dance foundations, rhythms, and dances. Also included are provisions for evaluation of student progress at the conclusion of each unit. Evaluation forms are provided, as is an assessment evaluation instrument for pre- and post-testing. (CL)

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Teaching Dance to Educable Mentally Retarded Adolescents: a Curriculum Guide for Educators and Recreators

by
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Introduction

The activities in the dance activity manual were developed by the author with help from professional teachers in the fields of music, dance, motor development, and special education. After the manual had been drafted, it was reviewed by a curriculum consultant from the American Alliance of Health, Physical Education and Recreation and professors in special education, adapted physical education and motor learning. Recommendations were made and the result was the present manual.

Although the manual has not been field tested, these activities were used in a 10 week research project to teach dance to a class of EMR adolescents. An evaluation of the 10 week project, completed by the EMR adolescents, revealed that they enjoyed the square, folk and the tinikling dances the best. The research findings showed that the majority of students were successful in fulfilling most objectives for each lesson comprising the curriculum and that the activities presented in this manual were cumulative, i.e., skills achieved in sessions one, two and three laid the foundation for the accomplishment of complex skills in sessions 27, 28, and 29.

Findings from the research project revealed that some potential benefits to EMR adolescents who participate in the dance program are:

1. improved peer cooperation
2. improved ability to initiate positive interaction with others
3. reduced shyness
4. reduced imitation (or copying)
5. improved ability to successfully peer teach others
6. reduced disruptive behaviors
7. improved constructive behaviors

8. improved movement foundation skills
9. improved rhythms skills
10. improved dance skills
11. improved ability to perform for others; and
12. improved self-confidence

Purpose

The purpose of the dance manual for EMR adolescents is to guide and assist teachers, recreators and other professionals who desire to provide dance training to EMR adolescents. The activities in this manual may be used: (1) sequentially to teach a 25 week, twice a week dance program (2) randomly to teach a mini-series on dance or (3) occasionally as a special event or for a performance.

Goal

The goal of the manual is to provide beneficial information, materials and activity lessons that will enable the non-dancer to teach dance to EMR adolescents. Also, the manual will assist those professionals who are in the process of conducting dance programs by providing new ideas and examples of activities that could be incorporated into the existing program. As stated previously, the manual has not been field tested and is, therefore, not recommended as the "only" way to teach EMR adolescents how to dance.

Objectives

Through the use of this manual, it is intended that the following objectives be fulfilled. These objectives are:

1. Through participation in dance activities, EMR adolescents will be helped to improve as contributing members of society.

2. Through participation in dance activities, EMR adolescents will develop or improve skills that will help them to make better use of their leisure time.
3. Through participation in dance activities, EMR adolescents will be able to decrease destructive behaviors and increase constructive behaviors.
4. EMR adolescents will improve social, physical and psychological development due to participation in a dance program.
5. Through participation in dance activities, EMR adolescents will develop "normalization" skills so that they will be equipped and have a better chance of succeeding in situations where they must co-exist and interact with non disabled peers.

Predicted Outcomes

Many authors have published polemical articles positing the importance of dance in improving disabled persons' physical, social and psychological development. To date, however, little research has been conducted to support or verify the polemics.

What is known, so far, is that dance may promote a constructive use of leisure time, may help facilitate normalization and may increase opportunities for social interaction resulting in peer acceptance (Crain, 1981, Frith, et. al., 1980). Also, studies by Kehle and Barclay (1979) revealed that EMR adolescents often exhibit adaptive behaviors (e.g. fighting and swearing) and therefore there is a need to provide dance activities to help EMR adolescents learn to improve constructive behaviors e.g. initiate positive interaction with others and cooperation.

Specifically, the potential outcomes of the dance program on EMR adolescents are delineated below. Therefore, during the course of the program, the effect of dance training on EMR adolescents may occur in one or more areas, when appropriate:

1. improved leadership ability;
2. increased independence;
3. reduced shyness;
4. increased self-confidence;
5. improved peer cooperation;
6. reduced disruptive behavioral characteristics;
7. increased constructive behavioral characteristics;
8. increased physical skill proficiency level; and
9. increased skills in overall performance abilities.

Dance is a non-competitive activity. Through strenuous activities the EMR adolescent is provided the opportunity to build strength, stability and coordination. Square and folk dances provide EMR adolescents the opportunity to participate in fun activities that depend on social interaction (curtsy and bows) and peer cooperation to successfully achieve performance objectives. Also, learning dances will help the EMR adolescents and non disabled adolescents participate together in these activities. Finally, successful achievement of the dances and the ability to perform a dance in front of peers, provides an opportunity for the EMR adolescent to build character and improve self-confidence.

EMR adolescents need to be provided the opportunity to experience successes instead of the typical "experiences of failure." Successful accomplishments in a physical activity "will provide a positive disposition

for approaching other tasks." Dance as a challenging and non-competitive physical activity is a means of meeting the needs of EMR adolescents. Dance is an important medium that emphasizes and builds an individual's strengths rather than dwelling on weaknesses" (Hill, 1976:6).

Suggestions for Using the Manual

The major content areas included within the manual are: 30 activity lessons; forms to determine the students' progress in fulfilling lesson objectives; assessment/evaluation instrument; and units and comprehensive testing instrument. The different content areas are discussed in detail below.

Activity Lessons

If the 30 activity lessons are used sequentially in the dance program for EMR adolescents, it is suggested that the lessons be 25-30 minutes in length, and conducted at least twice a week. Depending on the abilities of the group, the lessons should be implemented once (e.g. lesson 1.0 on the first day of the program through lesson 30.0 on the 30th day of the program) and repeated if necessary (e.g. lesson 1.0 on the first, second and third day of the program) until 50% of the class has successfully achieved 75% of the objectives for each lesson.

The lesson plan has been arranged so that the instructor is aware of the specific student objectives for every lesson, specific tasks to be conducted during the session, class arrangement, teaching concepts to be emphasized, and necessary equipment.

Objectives

Objective forms are available for each of the 30 lessons. These forms are identical to the respective written objectives listed at the top of each lesson plan.

The objective forms are beneficial to the instructor who wishes to maintain consistent observation of the student's progress throughout the program.

Units and Comprehensive Examinations

The lessons have been organized into five units. These units are:

1. Movement orientation - designed to provide the instructor an opportunity to assess each student's movement abilities and to provide simple tasks in which to build a foundation for growth.
2. Movement exploration - designed to increase the movement repertoire and to develop skills that will be needed later in the successful performance of dances.
3. Dance foundation - designed to teach basic dance steps and combinations.
4. Rhythms - designed to teach new skills and refine established skills in the area of meter, types of rhythmic patterns and tempo, that are necessary to enhance dance performing.
5. Dance - designed to provide the opportunity for students to learn and perform dances that will help in each individuals social, physical and psychological development.

There are approximately six different activity lessons per unit. At the conclusion of each unit, the respective lesson plan is designed so that an examination is administered to the students to evaluate their progress so far. The examination should indicate whether to repeat the unit or to progress forward to the next unit. The unit examinations are included as part of the objectives forms.

The final objective form is the comprehensive examination of various tasks from the five unit lessons. The comprehensive examination is

used to indicate skill level and retention of the various tasks presented throughout the program.

Assessment/Evaluation Instrument

The dance assessment instrument should be administered during the first and last week of the program. It is suggested that the assessment be administered twice or four times total. That way, if a student is absent, or is not performing at his level of potential he/she has a second chance.

The instrument is used at the beginning of the program to indicate to instructors the strengths and weakness or skill proficiency level of the students initially. The instrument is used at the conclusion of the program to evaluate each student's progression and skill proficiency level after exposure to dance training.

The results from the instrument combined with the results from the objectives forms, should give both instructor and students information on achievements and accomplishments from the beginning to the end of the dance program. This information is beneficial in maintaining records for purposes of program accountability.

Behavior Modification (B-Mod)

Many articles have been published on the need for B-mod techniques to manage mentally retarded persons. The dance program, like any other program, requires the incorporation of B-mod techniques in maintaining a worthwhile and efficient program.

B-mod is not only necessary in controlling diruptors and those seeking attention through negative means; but, most important, it positively recognizes and rewards those students who are diligent participators. Without a B-mod, the disruptors often receive the most attention, while the cooperators are left alone.

Unit 1

Movement Orientation

ACTIVITY 1 - MOVEMENT ORIENTATION AND ASSESSMENT

Goal 1.0 Demonstrates abilities in the physical, psychological and social areas through physical fitness, rhythm, and perceptual motor tasks in movement/rhythms activities.

Objective 1.1 The Student should be able to:

1.11 Participate in the activities 100%.

1.12 Demonstrate a proficiency level in the "Movement/Rhythms Assessment" as determined by 1 out of 1 trials.

Tasks	Organization	Teaching Emphasis
Warm-up: 10 minutes		
1. Practice running in place for 1 minute. Time the students with a stopwatch.	1. Students are scattered around the room with sufficient space to avoid body contact.	1. Encourage students to vigorously move for 1 minute without rest.
2. 4 aerobic dance steps are introduced. They are: - jump 16 counts - hop Right foot (Rf) 8 counts	2. Seat students to introduce steps. Chart the steps. Clap the rhythm with the music ("Nine to Five").	2. Emphasize high jumps and hops. On Student Choice, stress different steps for each student.

Tasks	Organization	Teaching Emphasis
- Student choice 16 counts Repeat until the music ends.	One at a time, the students demonstrate their movement for the "student choice."	Encourage shy students to demonstrate a step for their peers.
Skill Development - Application: 20 minutes		
1. Assess the students' abilities by administering the "Movement/ Rhythms Assessment." (The instrument is located in the appendices, page	1. Divide the class into 3 groups. A drum beat may be used, if necessary, for accompaniment.	1. The groups are allowed 1 trial per test item. All students respond to the movement questions simultaneously to impede imitating. Verbal prompts may be used, but no demonstrations.
Conclusion: 5 minutes		
1. Discuss the term physical fitness. Ask the question: "Describe (or tell me about) the word physical fitness?"	1. The class is seated. A chart is used to record the students' descriptions.	1. Emphasize that there are no right or wrong words to describe physical fitness. Assist those students who are shy.

ACTIVITY 2 - MOVEMENT ORIENTATION AND ASSESSMENT

Goal 2.0 Demonstrates abilities in the physical, psychological and social areas through physical fitness, rhythm, and perceptual motor tasks in movement/rhythms activities.

Objective 2.1 The Student should be able to:

2.11 Participate in the activities 100%.

2.12 Demonstrate a proficiency level in the "Movement/Rhythms Assessment" as determined by 1 out of 1 trial.

Tasks	Organization	Teaching Emphasis
Warm-up: 10 minutes		
1. Review the aerobic dance steps.	1. Students are seated. Volunteers are requested to demonstrate the steps.	1. Students should raise their hand to volunteer. - both feet should lift off the ground in the jump.
2. Perform the aerobic dance as a group to music.	2. The record is "Nine to Five." The students stand in a scattered formation.	2. The students should not rest during the song.

Tasks	Organization	Teaching Emphasis
Skill Development - Application: 20 minutes		
1. Administer the "Movement/Rhythms Assessment" for the second time.	1. Use a drum beat if necessary. Divide the class into 3 groups.	1. The groups are allowed one trial per item. All students respond to the movement questions simultaneously to impede imitating. Verbal prompts may be used, but not demonstrations.

ACTIVITY 3 - MOVEMENT ORIENTATION

Goal 3.0 Demonstrates abilities in the physical and social areas through fitness exercises, group participation, space, and direction tasks in movement orientation activities.

Objective 3.1 The Student should be able to:

3.11 Participate in the activities 100%.

3.12 Jump 16 times, hop on the Rf 8 times, and hop on the Lf 8 times with 100% accuracy.

3.13 Respond to the action words <u>freeze</u> and <u>move</u> without contacting the body of a peer with 100% accuracy.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 10 minutes</u>		
1. Practice running in place for 1 minute. Time with a stopwatch.	1. Students are scattered around the room.	1. Encourage students to continue moving for 1 minute. Lift knees towards chin when running.
2. Review the aerobic dance without music.	2. Students are standing.	2. Ask for volunteers to demonstrate steps. Emphasize counting and memorizing step sequence.

Tasks	Organization	Teaching Emphasis
3. Practice the aerobic dance to music. The steps are: - jump 16 times - hop Rf 8 times - hop Lf 8 times - student choice ("free choice") 16 times - repeat	3. Record is "Nine to Five." The students are in a scattered formation and standing.	3. In the hop step, the ankle of the bent knee leg should rest on the inside knee of the supporting leg. The supporting leg should clear the floor on each hop.
4. Locate the pulse and count the number of pulses produced during a 30 second time period.	4. Use a stopwatch to record 30 seconds. The students are seated. Chart the pulse rate counts.	4. Assist those students who are unable to locate their pulse.
Skill Development: 5 minutes		
1. Introduce the words freeze and move. Demonstrate the corresponding actions.	1. Students are seated.	1. Ask students to wave their arm and respond to the commands freeze and move.

Skill Application: 10 minutes

1. Play the game statues. The group moves to the Instructor's verbal commands--<u>freeze</u> or <u>move</u>. Music is added during the last 5 minutes and the students keep time to the musical beat. Vary directions, - walk backward, sideward, turn.	1. The students are scattered. The record used is "Tijuana Brass."	1. Students walk around the room in a large circle when the command <u>move</u> is heard. The students pose as statues when the command <u>freeze</u> is heard. Remind the students not to touch the body of a peer when walking.

Conclusion: 5 minutes

1. Sing the song "Puff the Magic Dragon" and "You Are my Sunshine."	1. A piano is used for accompaniment. Students are seated in a semi-circle formation.	1. Purpose is for relaxation and fun.

ACTIVITY 4 - MOVEMENT ORIENTATION

Goal 4.0 Demonstrates abilities in the area of physical and psychological development through body awareness, space, direction, physical fitness tasks in movement orientation activities.

Objective 4.1 The Student should be able to:

4.11 Participate in the activities 100%

4.12 Jump 16 times while facing a partner and holding both hands, hop Rf 8 times, and hop Lf 8 times with 100% accuracy.

4.13 Respond to the action words freeze and move without contacting the body of a peer with 100% accuracy.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Practice the aerobic dance. Take the pulse rate count before and after the dance.	1. The record is "Nine to Five." Students are scattered. Use a stop-watch for the 30 second timing.	1. Discuss cardio-respiratory benefits: - body warms-up - oxygen intake increases - blood circulation increases

Skill Development: 10 minutes

1. Review the game statues. Use music that is fast and some that is slow. - vary directions - vary speed - extend length of freeze pose	1. The record is Tijuana Brass. The students are scattered and standing.	1. Ask volunteers to demonstrate the concepts: - fast/slow - directions (forward, backward, sideward) - turning Remind students to move without touching peers.
2. Review the jump and the hop - individually - with a partner holding hands. Jump 16 and hop 8 times.	1. The students are scattered. Use a drum to keep the beat.	1. Stress lifting feet and knees high. Partners face each other. If the right leg is lifted for partner A, then the left leg will be lifted for partner B.

Skill Application: 10 minutes

1. Introduce the tinikling dance. Tape is used instead of bamboo poles for the preparatory stage. Students jump between the tape strips 2 times and jump away from the strips 2 times. - repeat the jump combination with a partner.	1. 2 Strips of tape (10' in length each) are laid parallel on the floor. There is 2' distance between the tape strips. The students line-up single file to the left of the tape strips.	1. Students must lift their knees and feet high. - The count is 2 jumps in and 2 jumps out. - The students start to the left of the tape the first time. The second time they start to the right. The cadence used is: in, in, out, out (1, 2, 3, 4.)
2. Clap the rhythm of the dance. Tap the floor 2 times and then clap 2 times.	1. Students are seated.	1. Stress a consistent beat. Practice transitions.

Conclusion: 5 minutes

1. Relaxation. Practice posture control and breathing.	1. Students are seated in a scattered formation.	1. Stress: - shoulders down - back straight - abdomen firm - deep breaths

ACTIVITY 5 - MOVEMENT ORIENTATION

Goal 5.0 Demonstrates abilities in the physical and psychological areas in fitness and leadership tasks through movement orientation activities.

Objective 5.1 The Student should be able to:

5.11 Participate in the activities 100%.

5.12 Demonstrate the ability to lead the group members in 1 trial.

5.13 Execute 16 jumps, 8 hops (Rf), and 8 hops (Lf) four times with 100% accuracy.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Practice the aerobic dance. Time the pulse rate before and after the dance.	1. The record is (Nine to Five" and the formation is scattered.	1. Encourage students to keep moving. Use a stopwatch and time the pulse rates for a 30 second period.
Skill Development: 10 minutes		
1. Review the tinikling combination from the previous lesson. practice individually and then with a partner.	1. Use the drum to keep the beat. Partners face each other and hold both hands.	1. Students should lift their feet 6-8" off the ground. The focus is up, not down.

Skill Application: 10 minutes

1. Each student leads the group in the tinikling routine at least 1 time.	1. Formation is single-file, behind the leader.	1. Emphasize that the students follow the leader when jumping. Assist those students who are reluctant to lead.
2. With a partner, practice the tinikling dance to music.	1. The record is Tinikling. The meter is 4/4 and speed is slow.	2. Students should perform as a team (stay together) during the dance. Students hold both hands with their partner.

Conclusion" 5 minutes

1. Clap the rhythm of the tinikling poles.	1. Students are seated. The record is Tinikling.	1. Students tap the floor 2 times and clap 2 times. repeatedly, with the beat.

ACTIVITY 6 - MOVEMENT ORIENTATION

Goal 6.0 Demonstrates abilities in the physical and psychological areas in fitness and body awareness tasks through movement orientation activities.

Objective 6.1 The Student should be able to:

6.11 Participate in the activities 100%.

6.12 Participate in a tinikling routine with 75% accuracy--

Jump 2 times in and 2 times out.

Hop 2 times in and 2 times out.

Tasks	Organization	Teaching Emphasis
Warm-up: 10 minutes		
1. Practice the aerobic dance. Take the pulse rate count before and after the dance.	1. Record is "Nine to Five." Movement is in place and the formation is scattered.	1. Encourage students to keep moving and: - lift knees high - relax arms - remember to breathe.
Skill Development: 10 minutes		
1. Review the tinikling combination across 2 poles instead of tape.	1. The record is Tinikling. The meter is 4/4.	1. Students jump the routine and then hop the routine.

		All directions in the hop and jump are sideward. The students must jump and hop with a 6-8" clearance from the floor.
2. Rhythm practice. The students practice the rhythm of the bamboo poles repeatedly to music.	1. The record is Tinikling. The students are seated in a semi-circle.	1. The cadence is: down-down-together-together (1 - 2 - 3 - 4) The students tap the floor on counts 1 and 2 and clap on counts 3 and 4. It is important to stay with the beat of the music.
Skill Application: 5 minutes		
1. Perform the tinikling dance with bamboo poles individually.	1. The record is Tinikling. The students are divided into groups of 2-3 members. 2 students are	1. The feet and knees must be lifted high to avoid hitting the poles.

Practice the combination with a jump step. Practice the combination with a hop step.	needed to manipulate the poles for the group, or 1 student and the Instructor.	Emphasize a consistent beat during the execution of steps. Slow the tempo if necessary.

Conclusion: 5 minutes

1. Practice posture control. Remind students to: - hold abdomen firm - breathe deeply - shoulders down - back straight - head erect	1. Students sit in a semi-circle	1. The purpose is for relaxation and postural awareness.

Unit 2

Movement Exploration

ACTIVITY 7 - MOVEMENT EXPLORATION

Goal 7.0 Demonstrates ability in physical and psychological areas through nonlocomotor/ locomotor role play, , problem solving, and self awareness tasks in movement exploration activities.

Objective 7.1 The Student should be able to:

7.11 Participate in the activities 100%.

7.12 Jump 16 times, hop Rf 8 times and hop Lf 8 times with 100% accuracy.

7.13 Demonstrate a movement that is characteristic of a tree blowing in the wind (a minimum of 1 movement).

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Aerobic dance routine. Time the pulse rate count before and after the dance. The students should attempt a new movement during "student choice."	1. The record is "Nine to Five."	1. Encourage students to move vigorously and continuously until the music stops.

Skill Development: 10 minutes

1. Introduce the terms locomotor and non locomotor movement. Define and explain.	1. Students are seated in a semi-circle.	1. Ask volunteers to demonstrate a locomotor or non locomotor movement. Explain how a jump can be a locomotor or a non locomotor movement depending on whether one jumps in place, or jumps across the room.
2. Practice the tinikling rhythm using small poles. On counts 1 and 2 the poles are tapped on the floor. On counts 3 and 4 the poles are tapped together.	1. Students work with a partner and are seated. Each dyad is given 2 poles (3' in length). The record is Tinikling.	1. Emphasize executing the movements with the beat. The cadence is: down-down-together-together

Skill Application: 15 minutes

1. The students practice the tinikling dance with a partner. Only the jump step is used.

1. The record is Tinikling. 2 students are needed to manipulate the poles. Only 1 dyad performs at a time while the others clap the rhythm and observe.

1. The feet and knees should be lifted high.and partners are encouraged to move as a team. The direction of the steps is sideward.

2. Discuss the characteristics of a tree. Relate the tree's movements to the term non locomotor. Discuss what happens to the tree when the wind blows.

2. Students are seated in a semi-circle.

2. The students are asked to demonstrate different movements that are characteristic of a tree. There is no right or wrong answer.although some are more appropriate. These questions are asked:
   - "How does a tree grow?"
   - "What do the branches do?"

3. The students listen to the music "Gone With the Wind" and dance. The movement is non locomotor in the dance.

3. The students are instructed to scatter and find <u>their</u> spot to dance.
The song is "Gone With The Wind."

- "What happens when the wind blows?"

3. Students are instructed to prepare a beginning and ending pose for the dance. The students listen to the song and discuss movements that are characteristic of a tree blowing in the wind. Verbal prompts are used periodically to request larger movements from shy students.
The students perform the dance and discuss their feelings at the end.

Conclusion: 2 minutes

1. Sing the song "Puff the Magic Dragon."	1. The piano is used for accompaniment and the group is seated in a semi-circle.	1. The purpose is for relaxation.

ACTIVITY 8 - MOVEMENT EXPLORATION

Goal 8.0 Demonstrates abilities in the physical and psychological area through non locomotor/ locomotor, problem-solving, and self awareness tasks in movement exploration.

Objective 8.1 The Student should be able to:

8.11 Participate in the activities 100%.

8.12 Jump 16 times, hop Rf 8 times, Hop Lf 8 times with 100% accuracy.

8.13 Demonstrate an action (e.g. washing dishes) to the rest of the group through role play.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Practice the aerobic dance. Check the pulse rate count before and after the dance. Review jump 16 times, and hop 8 times before the dance.	1. Record is "Nine to Five" and the formation is scattered.	1. Emphasize continuous movement without rest. Encourage students to lift their knees high on the hop and move vigorously. Students should be corrected for errors in sequence/transition.

Skill Development: 10 minutes

1. Review the tinikling dance using tape strips instead of poles. Jump 2 times between the strips and 2 times away from the strips, alternating sides.	1. The record is Tinikling and the meter is 4/4. Several students practice at the same time. The other students clap the rhythm and observe until their turn.	1. Students should work individually and stress lifting feet/knees high when jumping. Practice a minimum of 4 sets.
2. Review non locomotor and locomotor definitions. Chart examples of each on poster board.	2. The students are seated in a semi-circle. Students volunteer to demonstrate a locomotor or non locomotor movement.	2. Students should demonstrate at least one non locomotor or locomotor step to be charted. Assist shy students to demonstrate a movement.

Skill Application: 15 minutes

1. Individual Role play. Each student is given a piece of paper with a different role.	1. Students are seated at one end of the room.	1. Allow 2-3 minutes for students to practice their role play movements.

The different roles are:

- washing clothes
- drying dishes
- rocking a baby
- driving a car
- milking a cow
- catching frogs
- eating a meal
- riding a horse
- cutting grass
- flying like a bird
- playing ball
- making the bed
- climbing a tree

One end of the room is the stage and the other end is where the audience sits.

Only one student at a time is on the stage performing while the audience observes.

The audience guesses the movement that is being acted (similar to charades).

1. Discuss the audiences role in watching the performances.- listening. quietly and applauding at the end.

Assist those who have difficulty reading the described role play and encourage shy students to participate. Provide movement suggestions if necessary.

ACTIVITY 9 - MOVEMENT EXPLORATION

Goal 9.0 Review of the major objectives covered in the units on movement orientation and movement exploration.

Objective 9.1 The Student should be able to:

9.11 Participate in the activities 100%.

9.12 Jump 16 times, hop Rf 8 times, hop Lf 8 times with 100% accuracy.

9.13 Respond to the action words freeze and move while moving around the room and without contacting the body of peers with 100% accuracy.

9.14 Perform the tinikling dance (with jumps only) individually a minimum of 4 times with 90% accuracy. Two trials are allotted.

9.15 Demonstrate one locomotor or one non locomotor movement.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Demonstrate 1 locomotor or 1 non locomotor movement.	1. Students are seated. One student performs at a time.	1. A volunteer is selected to execute a step. The group then guesses if the step is non-locomotor or locomotor.

Practice/Review: 15 minutes

*1. Perform the tinikling dance. Jump in between the poles 2 times and out 2 times, alternating sides. This should be repeated 4 times.	1. The record is Tinikling. Two skilled students are needed to manipulate the poles for the jumper. 2-3 students can perform simultaneously since the poles are 8-10' long.	1. Students are allowed two trials. Start the dance with the poles moving (they should be tapping the floor on counts 1 and 2 and together on 3 and 4).
2. Perform the game statues. Review the cues freeze and move using musical cues. When the music stops, the movement freezes, when the music starts the group moves.	1. The record is Saturday Night Fever. Students are standing and scattered. Use songs that are fast, moderate, and slow.	1. Emphasize body control and awareness to keep from contacting peers. Emphasize listening to the musical cues and tempo. Add locomotor and non locomotor cues.

*Note: At this stage it was determined that the tinikling dance should be modified so that instead of jumping 2 times between poles and 2 times away, the students should jump 4 times between the poles and 4 times away. This changed improved success for most of the students.

Conclusion: 5 minutes

1. Perform the aerobic dance. Check pulse rate count after the dance with a stopwatch.	1. The record is "Nine to Five" and the formation is scattered. A stopwatch is used to time the 30 second duration.	1. Encourage students to continue moving. Assist those who cannot find their pulse. Chart the pulse rate count for each student on a poster.

ACTIVITY 10 - MOVEMENT EXPLORATION

Goal 10.0 Demonstrates abilities in the physical and social areas through dance, partnering tasks in movement exploration activities.

Objective 10.1 The Student should be able to:

10.11 Participate in the activities 100%.

10.12 Jump 16 times, hop Rf 8 times, and hop Lf 8 times and keep the beat of the music with 75% accuracy.

10.13 Perform "I Like to Dance" with a partner at least 1 time.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Play the song "I Like to Dance" as a listening activity.	1. Song is "I Like to Dance." The students are seated in a semi-circle.	1. Encourage the students to listen to the words of the song. Ask the question "What were the different steps mentioned in the song as part of the dance?" The key words are twist, rock, shake and soul.

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Skill Development: 10 minutes

1. Repeat the song "I Like to Dance. Ask volunteers to demonstrate movements to the words of the song: - rock, twist, shake and soul.	1. The students are seated except for the one who volunteers to demonstrate.	1. Emphasize the use of non locomotor movements for the dance.
2. Perform the dance with music.	2. Students are standing and scattered.	2. Emphasize smooth transitions from one movement to the other. The students should listen carefully for the cues shake, soul, twist, and rock and respond.

Skill Application: 10 minutes

1. Perform the dance with a partner. Choose a partner that is new.	1. Scattered formation in pairs.	1. Partners face each other during the dance and may hold hands.

		Look for a constant beat in the dance and stress the use of large movements.
2. Repeat the dance with a partner. Use locomotor movements instead of non locomotor movements in the dance.	2. Same as #1.above.	2. Allow 1-2 minutes for partners to practice the locomotor steps they choose to use in the dance. Encourage partners to work as a team.
3. Review the tinikling dance.	3. The record is Tinikling. Students are scattered.	3. Keep poles low and jump high in the dance. Stress keeping with the beat of the music and correct transitions.
Conclusion: 5 minutes		
1. Perform the aerobic dance. Check pulse rate count at the end of the dance with a stopwatch.	1. Record is "Nine to Five." Students are scattered.	1. Choose a leader to stand in front of the group. Leader must count for the group.

ACTIVITY 11 - MOVEMENT EXPLORATION

Goal 11.0 Demonstrates abilities in the physical and psychological area through movement choreography, body awareness, and cognitive tasks in movement exploration activities.

Objective 11.1 The Student should be able to:

11.11 Participate in the activities 100%.

11.12 Jump 16 times, hop Rf 8 times, Hop lf 8 times while maintaining the beat with 75% accuracy.

11.13 Demonstrate knowledge of 1 locomotor movement and 1 non locomotor movement through verbal identification or through a demonstration.

11.14 While moving around the room, respond in time to the action words <u>freeze</u> and <u>move</u> without contacting the body of peers. with 100% accuracy.

Tasks	Organization	Teaching Emphasis
<u>Warm-up: 5 minutes</u>		
V. Practice the combination Jump 16 times, Hop Rf 8 times and Hop Lf 8 times repeatedly. Work with partners and hold hands.	1. Drum beat is used to keep a consistent beat.	1. Encourage students to keep the transition between movements smooth and use lots of space (large movements).

Skill Development: 10 minutes

1. Review the Tinikling dance. Jump 4 times between the tape strips and 4 times away from the tape strips alternating sides.	1. The record is Tinikling. Use a drum beat first before practicing with music. 3-4 students practice while the others clap the beat.	1. Students should get at least two trials. Stress lifting knees and feet high during the jumps. The body should move in a sideward direction and the focus should be eye level.
2. Introduce movement components: - level - space - focus - direction - pathways - shapes - gestures	2. Students are in a semi-circle. Volunteers stand and demonstrate a movement when asked.	2. level - demonstrate tall vs. short position. space - general vs. personal focus - gaze of eyes direction - forward, sideward, backward, pathways - curve, zig zag, circular

The components are charted so that the students can recall the elements.

shapes - big vs small
gestures - wave vs wink
Students are told that movement components are the basic elements of all actions that occur, whether walking, dressing, washing or dancing.

Skill Application: 10 minutes

1. Perform the game statues. As the students respond to the musical cues freeze and move, the Instructor adds the following cues:
   - change your level
   - move in personal space
   - change your focus
   - move forward, backward, sideward

1. Use a drum beat the first time. When the drum beat stops, the students should freeze, when the beat begins the students move. All walk in a large circle.with a scattered formation.

1. Stress that body contact between peers should be avoided. Students should listen carefully for the cues freeze and move and respond accordingly. Students should listen for the movement component cues and respond.

- change your pathway
- change your shape
- add a gesture to your walk

Conclusion: 5 minutes

1. Sing the song "You Are My Sunshine" and add actions.	1. The piano is used to play the song. The group is seated in a semi-circle.	1. Encourage everyone to sing. Play the song one time. Repeat and ask the group to sing. Ask volunteers to add movements to the song. Practice the actions. Sing the song and add the movements.

ACTIVITY 12 - MOVEMENT EXPLORATION

Goal 12.0 Review and evaluation of movement exploration activities from the past two weeks.

Objective 12.1 The Student should be able to:

12.11 Participate in the activities 100%.

12.12 Jump 16 times, Hop Rf 8 times, Hop Lf 8 times with the correct sequence, transitions and keeping the beat with 75% accuracy.

12.13 Demonstrate 1 locomotor movement and 1 non locomotor movement to the class. (Each student demonstrates a new movement, no repeating.)

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Body sculpting with a partner. One partner is the sculptor and one is the mold. The sculptor is given the following instructions for scultping:	1. Partners are in a scattered formation.	1. Remind students to move their partner's body gently. Switch places and repeat the instructions a second time. The purpose of this task

- change your partner's level - make a square shape - make a triangle shape - make any shape or design you want - change the focus		is to review movement components and to allow students the opportunity to work closely with a peer.
Practice/Review: 15 minutes		
1. Review the following tasks: 1 locomotor movement 1 non locomotor movement. The Instructor asks a volunteer to first demonstrate a non locomotor movement and second a locomotor movement before the group. 2. Review the game statues.	1. Students are seated in a semi-circle except for the demonstrator. Students are reminded that they are an audience. Review the listening, observing and appluding skills used by an audience. 2. First use a drum beat. Second use the record	1. Encourage applause after each demonstration. Ask the group to observe and see if the demon- was correct. If the individual was incorrect, then ask for a volunteer to assist the individual and correct the error. 2. Emphasize the movement components of level, space,

	"Stay'in Alive." Students are scattered and walk clockwise around the room.	gesture, shape, direction, and pathways. Remind students to listen carefully for the musical and verbal cues.
3. Review the Tinikling dance. - practice the jump combination with poles still. - practice the jump combination with poles moving. - practice the jump combination with a partner and hold hands.	3. The record is Tinikling and the meter is 4/4. 2 dyads perform at 1 time while the others clap the rhythm. 2 students are needed to manipulate the poles.	3. Practice the jump combination a minimum of 4 times (or sets). Knees and feet must be lifted at least 6".when jumping. The cadence is 4 jumps between the poles and 4 jumps away. Repeat. and alternate sides.
Conclusion: 5 minutes		
1. Perform the aerobic dance. Check the pulse rate count at the end.	1. Scattered formation. Use a stopwatch and time pulses for 30 seconds.	1. Choose a new leader for the dance. Stress continuous movement without rest,

Unit 3

Dance Foundations

ACTIVITY 13 - DANCE FOUNDATION

Goal 13.0 Demonstrates abilities in the physical and psychological areas through self recognition and movement tasks in dance foundation activities.

Objective 13.1 The Student should be able to:

13.11 Participate in the activities 100%.

13.12 Demonstrate a movement and simultaneously verbalize your own name in front of the group at least 1 time.

13.13 Demonstrate or verbally identify a movement component (a minimum of 1) from the following elements: space, level, shape, gesture, focus, direction, and pathway.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Students draw a piece of paper from a box. These are movement component directions e.g. - change your level - make a square shape - make a round shape	1. Students are seated. Slips of paper are passed with directions typed on the paper.	1. Assist those students who need help in reading the directions. Assist those who need help with suggestions for a movement.

- take up lots of space - take up little space - demonstrate a goodby gesture - demonstrate a zig zag pathway - demonstrate a curve pathway - demonstrate a straight pathway - demonstrate a direction (sideward, forward, backward) - change your focus	the student demonstrating stands before the group.	allow students the opportunity to practice their demonstration. Attempt not to prompt during the demonstration. Students should observe the demonstration, make corrections if necessary by helping the demonstrator. The students guess whether the movement was indicative of leve, space, focus, direction, pathway, shape, or gesture.

Skill Development: 10 minutes

1. Review non locomotor movements.	1. Students stand in a semi-circle.	1. Ask the question: "How can a hop be non locomotor?"

- request a hop (Rf and Lf, 8 times each)
- request 8 jumps
- request 8 skips
- request 8 gallops

II Use a drum to keep a consistent rhythm. Students move in a large circle, single file formation.

(answer: because the body remains in one spot on the floor.)
Practice clapping the different even and uneven rhythms of the hop, jump, skip and gallop.
Perform the steps.

2. Introduce the steps in the Alley Cat dance.
The steps are:
- Stand with feet together
- Put Rf to the side then return. Repeat 4 times.
- Put Lf to the side and return, 4 times.
- Move Rf to the side 2 times

2. Place directions on the walls of the room: Side 1, 2, 3, and 4. Students form 2 lines behind the Instructor.

2. The Instructor stands in front of the students and mirrors the steps.

- Move Lf to the side 2 times.
- Move Rf 1 time
- Move Lf 1 times
- jump and simultaneously turn 1/4 turn to the right.
- Repeat the entire combination until one complete turn is accomplished.

Skill Application: 10 minutes

1. Perform the dance "Alley Cat."

1. The song is "Alley Cat." The students stand in 2 lines behind the peer leaders. The numbers on the wall are used to cue students when turning.

1. Skilled peers are placed in front of the group. Practice the dance 1 time without music and 1 time with music.

2. Perform the "Name Game." Each student thinks of a non locomotor movement to demonstrate. - 1 person begins. They say their name and demonstrate a movement. - the group repeats the name and copies the movement.4 times to the beat of the music. - the second person in the circle says their name and demonstrates a movement. This continues around the circle.	2. The record is Tijuana Brass. All students stand in a circle.	2. The students should repeat their name clearly. Assist those students who are shy and/or have problems thinking of a movement. Stress that the students move with the beat.
Conclusion: 5 minutes		
1. Perform the aerobic dance.	1. The music is "Nine to Five."	1. Choose a new leader.

Add a new step and chart the pulse rate count at the end of the dance. The combination is:

- jump 16 times
- hop Rf 8 times
- hop Lf 8 times
- free choice 16 times
- jump-clap 16 times

. Students are in a scattered formation. A stopwatch is used to time the 30 second period for pulse rate count.

. Emphasize continuous and vigorous movement. The leader should count and cue the group as to transitions in the step sequence. The Instructor may need to prompt the leader.

ACTIVITY 14 - DANCE FOUNDATION

Goal 14.0 Demonstrates abilities in the areas of physical and psycholgoical development through dance, role play and self recognition tasks in dance foundation activities.

Objective 14.1 The Student should be able to:

14.11 Participate in the activities 100%.

14.12 Demonstrate one movement that is characteristic of an animal in front of the group.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Review the Alley Cat dance. Slowly review each step in the dance. Then, practice the dance to music.	1. Record is "Alley Cat." Students stand single file. Divide into 2 groups. Place a peer leader at each end of the file.	1. Emphasis is on laterality, correct weight transfer, and directions when turning. Verbally and physically prompt students if necessary. Use pear leaders to assist.

Skill Development: 5 minutes

1. Practice the gallop and skip steps, 16 times to the right and 16 times to the left. Repeat a minimum of 4 times.	1. Use a drum beat to keep the rhythm consistent. Students stand in a large circle and move counter-clockwise and clockwise. Students may hold hands.	1. Request the students to move in a right and then left direction. Stress the uneven rhythms by clapping and then performing.

Skill Application: 15 minutes

1. Discuss characteristics of different animals e.g.: cow, horse, elephant, monkey, alligator, dog, cat, bird, chicken, fish, kangaroo, snake, and mouse.	1. Students are seated in a semi-circle.	1. Ask questions such as: "What makes the cow different from the others?" "What about the speed each animal usually moves?" "What about the size/shape of the animals?"
2. Each student is secretively given an animal.	2. Same as above.	2. Discuss the audience's responsibilities.

The students then demonstrate the animal's movements. No verbalization can be used in the demonstration.

The demonstrator stands while the others are seated.

The audience should observe attentively and applaud each performance. Students guess the animal that is being demonstrated.

Assist those students who are shy. There is no right or wrong movement; however, suggestions should be made that will make a movement more appropriate than another.

Relate the concepts of non locomotor, locomotor and movement components to the demonstrations.

Conclusion: 5 minutes

1. Perform the aerobic dance. Time the pulse rate count at the end of the dance. Chart the counts for each individual.

1. Music is "Nine to Five." Use a stopwatch to measure a 30 second period for the pulse rate counts.

1. Choose a new leader. Emphasize continuous and vigorous movement.

ACTIVITY 15 - DANCE FOUNDATION

Goal 15.0 Demonstrates abilities in the physical and social areas through dance, direction, and shape tasks in dance foundation activities.

Objective 15.1 The Student should be able to:

15.11 Participate in the activities 100%.

15.12 Leap 8 times, gallop Rf 8 times, gallop Lf 8 times and skip 8 times with 90% accuracy.

15.13 Perform the Alley Cat dance and continue using the appropriate foot with the beat with 80% accuracy.

Rf to side 4 times

Lf to side 4 times

Rf to side 2 times

Rf to side 1 time

Lf to side 1 time

Turn a quarter turn to the right.

Repeat till the music ends.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Review the Alley Cat steps.	1. Use a drum beat.	1. Stress laterality.

Skill Development: 10 minutes

1. Review the leap, gallop and skip.	1. Students form 2 lines behind the Instructor. Use a drum beat to keep the rhythm consistent. Form a circle to perform the gallop and skip to the right and to the left, 16 times each.	1. The Instructor stands in front of the group and leads. The leap should be practiced from side-to-side in the beginning.
2. Introduce the schottische step. Rf step forward Lf next to the Rf Rf step forward Lf lifts off the floor and hop on the Rf.	2. Students are scattered. The meter is 4/4 and the rhythm is even: 1, 2, 3, 4.	2. Move in a forward direction. The first set begins with the Rf and then second set begins with the Lf. This alternation pattern continues.

Skill Application: 10 minutes

1. Perform the dance Alley Cat.	1. Record is "Alley Cat." Divide the students into small groups.	1. Remind students to always turn right. Students should stay with the beat of the music.

Conclusion: 5 minutes

1. Sing the song "Old Brass Wagon." - Circle to the right, Old Brass Wagon - Repeat 3 times. - You're the one my darlin. - Circle to the left, Old Brass Wagon - Repeat 3 times. - You're the one my darlin.	1. Use the piano for accompaniment. Students are seated.	1. Play the song and then sing the second time. Stress the directions right and left.
2. Perform the schottische while singing the song.	2. Students are in a circle and hold hands.	2. Keep the tempo moderate.

ACTIVITY 16 - DANCE FOUNDATION

Goal 16.0 Demonstrates abilities in the physical and social areas through movement combination tasks and partnering tasks in dance foundation activities.

Objective 16.1 The Student should be able to:

16.11 Participate in the activities 100%.

16.12 Leap 8 times, gallop 8 times Rf and gallop Lf 8 times with 80% accuracy.

16.13 Schottische 8 times while standing shoulder to shoulder and holding left hand in the right hand of a partner with 100% accuracy.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Perform the dance Alley Cat.	1. Record is "Alley Cat." Divide students into 2 groups standing single file.	1. Both groups practice the dance 1 time to music. Then 1 group performs while the other group watches. Remind the audience to applaud.
Skill Development: 10 minutes		
1. Review the leap, gallop and skip	1. Divide the students into	1. Stress the even and uneven

Perform each step
8 times right and
8 times left.

2. Review the schottische. The rhythm is even and the steps are: step Rf, together Lf, step Rf, hop Rf.
3. Introduce movement qualities. Volunteers are asked to demonstrate movements that are: -mad, happy, sad, heavy, light, and fluttery

small groups. Use drum beat.

2. A drum beat is used and the formation is scattered. Use peers to teach students who need help.
3. Students are seated. The demonstrator stands.

Emphasize the correct rhythm (uneven and even). The leap moves side-to side. The gallop and skip move in a circle.

2. Practice the schottische from side to side. Stress that elevation is needed in the hop.
3. Movement qualities are the spices that are added to the basic elements of movement. These include movement dynamics (loud, soft, heavy, fluttery, and speed (quick-slow). Stress that the energy

		level changes in order to portray moods (e.g. mad).
Skill Application: 5 minutes		
1. Read the poem "The Lollipop" out loud to the group.	1. The students are seated.	1. The poem should be charted so the students can follow the words in the poem.
2. Discuss movement components and movement qualities that could be used to dance the poem	2. Same as above.	2. Volunteers may describe or demonstrate appropriate movements to dance the poem.
Conclusion: 5 minutes		
1. Review the song "You Are My Sunshine" and the corresponding movements.	1. Use the piano for accompaniment. The students are seated.	1. Sing 1 time without movements. Repeat and add the movements.

ACTIVITY 17 - DANCE FOUNDATION

Goal 17.0 Demonstrates abilities in the physical and social areas through movement combination tasks and partnering tasks in dance foundation activities.

Objective 17.1 The Student should be able to:

17.11 Participate in the activities 100%.

17.12 Leap 8 times, gallop 8 times and skip 8 times with 100% accuracy.

17.13 Perform the Alley Cat dance with 90% accuracy.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Perform the schottische - individually. - with a partner.	1. Record is "Old Susannah." Peer teachers are used to help individuals. The meter is 4/4. The students and dyads are scattered.	1. Practice each step in the combination slowly. Alternate the steps in a side-to-side direction. Students should hold hands with partners.
Skill Development: 5 minutes		
1. Review the lep, gallop and	1. Use a drum beat. The	1. Leap side-to-side. Move

skip.

2. Introduce the mazurka.
   The steps are:
   - Leap to the right side.
   - Stamp the Lf next to the Rf.
   - Lift the Rf up and place next to the Lf (step).

   The cadence is:
   leap, stamp, step.

3. Review movement qualities.

formation is scattered.

2. Same as above.

3. Students are seated.

in a forward direction. The leap is an even rhythm and the skip and gallop are uneven.

2. The students should execute the mazurka from side-to-side, alternating. Remind students to use elevation on the leap in order to distinguish it from the stamp and the step. Stamp the foot hard in order to distinguish is from the step.

3. Volunteers should demonstrate examples.

Skill Application: 15 minutes

1. Perform the dance Alley Cat.	1. Record is "Alley Cat." The students are divided into 2 groups and placed single file. The 2 files are placed next to each other so that everyone has a partner.	1. Review the 1/4 turns. Stress correct transitions and staying with the beat.
2. Perform "The Lollipop" dance. The Instructor reads the poem out loud as the group performs.	2. Students are scattered. Students are asked to think of a beginning and ending pose for their dance.	2. Review the appropriate movement components and movement qualities that were discussed in the previous lesson, with regard to the poem. Read the poem and do not prompt the students.

Conclusion: 5 minutes

1. Parachute activity.	1. Students went outside.	1. This was a reward.

ACTIVITY 18 - DANCE FOUNDATION

Goal 18.0 Review of the major objectives covered in the unit on dance foundation.

Objective 18.1 The Student should be able to:

18.11 Participate in the activities 100%.

18.12 Demonstrate 1 movement component.

18.13 Leap 8 times, gallop Rf 8 times, gallop Lf 8 times, skip 8 times, schottische 8 times with 80% accuracy for each.

18.14 Demonstrate 1 movement quality.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Demonstrate a movement component. The students are given a slip of paper with a movement componenent instruction.	1. Students are seated.	1. Volunteers are requested first. Then the instructor selects a student to demonstrate. Assist before the demonstration but not during.

Skill Review: 20 minutes

1. Practice the leap , gallop, skip and schottische 8 times each.	1. Scattered formation. Circle formation for the gallop and skip.	1. The leap and schottische move side-to-side. The gallop and skip move in a circle to the right or left. Two trials are given for each step.
2. Demonstrate a movement quality.	2. Students are seated. The demonstrator stands.	2. Remind students that the degree of energy level to produce the movement is important. Peers may assist those students who are incorrect.
3. Perform the Alley Cat dance.	3. Students are scattered.	3. Students get 1 trial.

Conclusion: 5 minutes

1. Free choice: The students get to choose a task from the previous lessons during this period.

Unit 4

Rhythms

ACTIVITY 19 - RHYTHMS

Goal 19.0 Demonstrates abilities in the physical and social areas through time, partnering and movement combination tasks in Rhythms activities.

Objective 19.0 The Student should be able to:

19.11 Participate in the activities 100%.

19.12 Execute the tinikling dance combination (leap in between poles, place Rf next to Lf, leap to other side away from poles and repeat in the opposite direction). a minimum of 4 times with 75% accuracy.

19.13 Execute the tinikling dance, cooperate with a partner by holding both hands and facing each other a minimum of 4 times with 75% accuracy.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Review the schottische in a sideward direction. Repeat in a forward direction.	1. Use the record "Old Susannah." The formation is scattered. In a forward direction, group forms a circle.	1. Remember to step - close-step - hop, alternating Rf and Lf in the lead.

Skill Development: 10 minutes

1. Review the leap, skip, gallop rhythms by clapping the rhythm pattern.
   Repeat for the walk and run.
   Repeat using rhythm instruments.

1. Use the drum and rhythm instruments. All are seated in a circle.
   The instruments are:
   - bells
   - triangle
   - rhythm sticks
   - drum
   - wood blocks

1. Emphasize even and uneven rhythms. The walk, run, and leap are even rhythms and the skip and gallop are uneven rhythms.
   even = _ _ _ _
   uneven = _ . _ . _ . _ .

2. Introduce the mazurka step. The mazurka is performed in a 3/4 meter. The [illegible] schottische is a 4/4 meter.

2. All stand in a line formation behind the Instructor.

2. The mazurka is as follows:
   - leap on the Rf.
   - stamp the Lf next to the Rf.
   - step in place with the Rf. Repeat starting on the Lf.

Skill Application: 10 minutes

1. Review the tinikling dance with jumps.	1. Place 2 bamboo poles on the floor and keep them stationary.	1. Emphasize 4 jumps between poles and 4 jumps away from poles repeating from side to side.
2. Practice the tinikling dance with a sideward leap. The side of the body is parallel to the poles.	2. The poles are approximately 2 feet apart and stationary. Use 4 counts to leap between the poles and 4 counts to leap away from the poles. Leap on count 1.	2. Leap on to the Rf and between the poles. Close Lf next to the Rf. Leap on to the Rf away from the poles. Close Lf next to the Rf. Repeat to the other direction and begin with the Lf.
3. Repeat the leap combination with a partner. Hold hands and face each other.	3. The poles are stationary. 2 couples may work simultaneously.	3. Partners must leap high. They should maintain eye contact during task.

Conclusion: 5 minutes

1. Introduce the song "If You're Happy and You Know it." - sing the song If You're Happy and You Know it Clap Your Hands. Repeat If You're Happy and You Know it Then Your Life Will Surely Show it If You're Happy and You Know it Clap Your Hands. Repeat entire song with Stamp Your Feet. (2nd) Nod Your Head (3rd) Do All Three (4th).	1. Use piano accompaniment.	1. The purpose of this task is for fun and relaxation.

ACTIVITY 20 - RHYTHMS

Goal 20.0 Demonstrates abilities in the physical and social areas through time, dance, and group cooperative tasks in Rhythms activities.

Objective 20.1 The Student should be able to:

20.11 Participate in the activities 100%.

20.12 Perform the schottische step with 75% accuracy.

20.13 Perform schottische 8 times to the R
- schottische 8 times to the L
- step-hop 6 times to the R
- stamp R, L, R, rest
- step-hop 6 times to the L
- stamp L, R, L, rest
- repeat till music ends.

with 75% accuracy.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Review the leap, skip, and gallop with claps and rhythm instruments.	1. All are seated in a circle.	1. Emphasize even and uneven rhythms. Keep the beat steady.

2. Review the schottische step. - tap with instruments first. - dance 8 times to the R and 8 times to the L in a circle.	2. Use the instruments to tap the rhythm of the schottische. All are seated. Stand and move in a circle for the dance.	2. Emphasize that the meter is 4/4. Attempt to use the instrument to tap the rhythm and perform the schottische simultaneously.
Skill Development: 10 minutes.		
1. Introduce the combination step-hop and stamp (see objective 20.13 above). Practice in a forward direction R and L. The successful students should be used as peer teachers during practice of this task.	1. Line formation, all are standing. The record is "Highland Schottische." - Practice in small groups are independently.	1. Emphasize the need to use lots of energy on the stamp. Stamp hard. Use high elevation on the leap. The Instructor walks around the room during the practice and assists where needed.
Skill Application: 10 minutes		
1. Introduce the schottische dance described above in 20.13.	1. Use the "Highland Schottische."	1. Practice the various dance steps to music separately.

2. Practice the schottische dance.	2. Practice the first time without music. Repeat with music. The students stand in a circle and do not hold hands.	2. Emphasize the need to execute the sequence and transitions as a team. That way everyone stays together and the dance is more challenging.
Conclusion: 5 minutes		
1. Introduce the "La Raspa" Mexican dance.	1. Listen to the music the first time. All are seated in a circle. Repeat and clap to the music.	1. Emphasize the need to listen to the music without talking. During the clapping, emphasize staying with the beat.

ACTIVITY 21 - RHYTHMS

Goal 21.0 Demonstrates abilities in the physical and social area through time, coordination, directionality, partnering, and laterality tasks in Rhythms Activities.

Objective 21.1 The Student should be able to:

21.11 Participate in the activities 100%.

21.12 Execute the schottische 8 times to the R and 8 times to the L with 100% accuracy.

21.13 Perform the schottische dance while holding hands with a partner-80% accuracy. (See Objective 20.13 for dance sequence).

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Review the schottische step in a sideward direction, forward direction and in a backward (optional) direction.	1. Individual practice. Students are scattered.	1. Students should execute the first set (step-together-step-hop) beginning with the Rf. Make sure the second set begins with the Lf.
2. Perform the schottische 8 times to the R and 8 times to the L at least 4 times.	2. Use a circle formation and the students do not hold hands.	2. Make sure the knee is lifted on the hop step in the schottische.

Skill Development: 10 minutes

1. Review the mazurka from side-to-side a minimum of 8 times.
   - practice individually
   - practice with peer teachers

1. Form 2 lines and the Instructor stands in front leading. Use the drum for accompaniment.
   - students are scattered during the practice.

1. Emphasize the 3/4 meter of the mazurka. Clap the meter.
   - distinguish between the stamp and the step used in the mazurka.

2. Review the schottische dance.

2. The record is "Highland Schottische." The formation is a circle.

2. Practice transferring weight between the dance steps of the schottische and the transition. See if the students can count without the Instructor.

Skill Application: 10 minutes

1. Practice the schottische dance with a partner a minimum of 4 times.

1. Partners assist each other with the difficult parts. The dyads are

1. Partners stand with shoulders touching and face same direction.

		- arms/hands are crossed in promenade position. - start with the Rf.
2. Practice the dance in a circle. Continue to use partners and stand in promenade position. - break into practice dyads to review some weak steps. - return to the circle and practice the dance again.	2. Formation is a circle. The record is "Highland Schottische."	2. Partners must work as a team and assist each other in the dance. Use tape to mark the circle area so that students do not bunch together. The Instructor acts as a "caller" and facilitator as needed.
Conclusion: 5 minutes		
1. Introduce the dance "La Raspa." R heel, L heel, R heel, rest clap 3 times. L heel, R heel, L heel, rest	1. The record is "La Raspa." Use a line formation.	1. The Instructor stands in front of the students and mirrors the steps. Stress touching the heel to the floor with toes pointed up.

clap 3 times.

repeat.

gallop 16 counts to the R.

gallop 16 counts to the L

repeat the entire dance till the

music ends.

ACTIVITY 22 - RHYTHMS

Goal. 22.0 Demonstrates abilities in the physical and social areas through time, coordination, directionality, laterality and partnering tasks in rhythms activities.

Objective 22.1 The Student should be able to:

22.11 Participate in the activities 100%.

22.12 Execute the following combination (use one lummi stick) with lummi sticks:

Tap floor 16 times

Tap shoulders 16 times

Tap sticks standing on end on floor 16 times

Tap sticks with a neighbor's sticks 16 times

Consistently maintain the beat of the music one time with 75% accuracy.

22.13 Perform the schottische 8 times R and 8 times L a minimum of 4 times with 100% accuracy.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Review the schottische 8 times R and 8 times L.	1. Practice individually. Practice in a circle.	1. Lift the knee on the hop. Take small steps in the circle.

Skill Development: 10 minutes

1. Review the mazurka in a forward direction.	1. Two lines and the Instructor stands in front. Use a drum accompaniment.	1. Alternate the lead foot between combinations. Keep with the beat.
2. Introduce the lummi stick combination. (See objective 22.12 above.) Clap or tap the rhythm to the music before using the stick.	2. Only use 1 lummi stick. The record is The Beat Goes On. Students are seated in a circle.	2. Emphasize maintaining the beat with and without music. The rhythm is even throughout the routine.

Skill Application: 10 minutes

1. Perform the lummi stick routine a minimum of 2 times to music.	1. The record is The Beat Goes On.	1. The rhythm should be consistent with the beat. The group should stay together. Students may count along with the Instructor.

Conclusion: 5 minutes

1. Practice the La Raspa dance.	1. Circle formation.	1. Hold hands and use music.

ACTIVITY 23 - RHYTHMS

Goal 23.0 Review and evaluation of Rhythms Activities from the past two weeks.

Objective 23.1 The Student should be able to:

23.11 Participate in the activities 100%.

23.12 Execute the tinikling dance with a leap a minimum of 4 times with 75% accuracy.

23.13 Perform the schottische 8 times R and 8 times L a minimum of 4 times with 100% accuracy.

23.14 Perform the dance La Raspa a minimum of 1 time with 75% accuracy.

23.15 Perform the lummi stick routine and maintain the beat of the music, a minimum of 4 times with 75% accuracy.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Review the mazurka in a forward direction.	1. The record is "The Mazurka." Formation is scattered.	1. Practice individually and then use peers to teach. The Instructor assists when needed.
Skill Review: 15 minutes		
1. Perform the tinikling dance.	1. 2 students are needed to manipulate the poles.	1. Several students are reviewed at 1 time.

2. Perform the schottische 8 times R and 8 times L a minimum of 4 times.	2. Record is "Highland Schottische." Students are in a circle.	2. The Instructor assists by counting but does not stand in the circle and perform.
3. Perform the lummi stick routine.	3. Record is <u>The Beat Goes On</u>. Students are seated in a circle and use 2 sticks.	
4. Perform the dance La Raspa with a partner.	4. The music is "La Raspa." Dyads are scattered.	4. Instructor assists by counting but does not perform.
<u>Conclusion: 10 minutes</u>		
1. Listening and imagery lesson. The students listen to the song about Trolls who over run the mountain.	1. The record is <u>Peer Gynt Suite</u>, "In The Hall of the Mountain King." Students are seated.	1. Students listen to the song the first time. The second time they draw the story while the music plays. Students then discuss their drawings.

Unit 5

Dances

ACTIVITY 24 - DANCE

Goal 24.0 Demonstrates abilities in the physical and social areas through time, coordination, partnering and dance tasks in dance activities.

Objective 24.1 The Student should be able to:

24.11 Participate in the activities 100%.

24.12 Perform the mazurka 8 times R and 8 times L at least 1 out of 2 trials with 75% accuracy.

24.13 Perform the following square dance steps a minimum of 1 time with 75% accuracy.

bow to your partner

do-sa-do

R elbow swing

L elbow swing

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Practice the mazurka side-to-side and forward. - individually - in a circle	1. The record is "The Mazurka" and the formation is scattered or a circle.	1. Emphasize elevation on the leap. Lift the knee high for the stamp. Take small steps in the circle.

Skill Development: 10 minutes

1. Review the schottische to the R 8 times and to the L 8 times at least 4 times.	1. The record is "Highland Schottische." Students stand in a circle.	1. Stay with the beat, emphasize transitions, sequence and counts. Take small steps in the circle.
2. Introduce the square dance calls: bow to your partner, do-sa-do, R elbow swing and L,	2. Dyads are scattered.	2. The Instructor uses verbal and physical prompts to teach the students the calls. Use students to demonstrate.
3. Perform the square dance steps.	3. The record is "Old Susannah."	3. The tempo is extremely slow and the Instructor calls the steps.

Skill Application: 10 minutes

1. Perform the square dance.	1. Circle formation.	1. Partners face each other.

	The leader stands inside the circle and the follower stands on the outside. The record is "Oh, Susannah."	Partners work in opposition on the do-sa-do and elbow swings. This will involve practice for most students. As skill improves, the inside person will be requested to move to a new partner when called by the Instructor during the dance.
Conclusion: 5 minutes		
1. Review and perform the La Raspa.	1. Students stand in a circle. The record is "La Raspa."	1. Stress that students work as a team. No pulling on each other during the gallop. Stand up straight.

ACTIVITY 25 - DANCE

Goal 25.0 Demonstrates abilities in the physical and social areas through partnering, shapes, social customs/gestures and movement in dance activities.

Objective 25.1 The Student should be able to:

25.11 Participate in the activities 100%.

25.12 Perform the mazurka 8 times R and 8 times L a minimum of 1 out of 2 trials with 75% accuracy.

25.13 Perform the La Raspa with a partner a minimum of 1 time with 80% accuracy.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Perform the La Raspa.	1. The record is "The La Raspa." T he dyads form a circle. On the gallop, everyone holds hands and moves counter-clockwise and clockwise and then re-turn to the dyads.	1. Require students to work as a team with their partner. Do not tug or pull on each other. During the clap, the partners clap hands with one another.

Skill Development: 10 minutes

1. Review the square dance steps from the previous lesson.	1. The record is "Oh, Susannah," and the dyads are scattered.	1. The Instructor is the caller and the tempo is slow.
2. Review the mazurka 8 times to the R and 8 times to the L a minimum of 4 times.	2. Students practice individually and with peer teachers.	2. The Instructor walks around and assists when needed.
3. Introduce the Virginia Reel dance. - bow to your partner - do-sa-do - R elbow swing - L elbow swing	3. The music is the "Virginia Reel."	3. The same steps are used from "Oh, Susannah," on the first day. The Instructor is the caller.

Skill Application: 10 minutes

1. Perform the Virginia Reel.	1. Partners face each other and the group forms 2 lines.	1. Practice the square dance steps listed above to the Virginia Reel. Change partners.

This dance is repeated several times so that the students get the opportunity to perform with different partners.

Conclusion: 10 minutes

1. Perform the aerboic dance. Choose a new leader for the dance.

2. Introduce the "Name Game."
   - hit knees 2 times
   - clap hands 2 times
   - snap L fingers 1 time
   - snap R fingers 1 time

   Repeatedly.

1. The record is "Nine to Five" and the students are scattered.

2. Students are seated in a circle. The tempo is very slow.

1. The Instructor assists the leader as needed and encourages students to keep moving.

2. Everyone practices the routine. Then 1 person starts the game by calling out another player's name in cadence with the L and R finger snaps. The game stops when a player is unable to call out a name with the corresponding snap.

ACTIVITY 26 - RHYTHMS

Goal 26.0 Demonstrates abilities in the physical and psychological areas through name identification, time, and dance tasks in rhythms activities.

Objective 26.1 The Student should be able to:

26.11 Participate in the activities 100%.

26.12 Perform the tinikling routine while keeping a constant rhythm and maintaining the beat of the music a minimum of 1 out of 2 trials with 75% accuracy.

26.13 Identify and verbally communicate his/her name a minimum of 1 times in a group activity called "Rhythm Name Game:"

Slap knees 2 times

Clap hands 2 times

Snap L fingers while simultaneously enunciating the first half of the individuals name (Sal-)

Snap R fingers while simultaneously enunciating the second half of the iindividual's name (ly) with the beat.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Review the schottische	1. The record is "Highland	1. The direction is for-

a minimum of 8 times. Practice individually and then with a partner.	Schottische." First practice in a single file formation. Then scattered formation for dyads.	forward. Stress the transfer of weight and keeping with the beat of the music. Partners should hold hands and stand shoulder to shoulder.

Skill Development: 10 minutes

1. Review the mazurka in a forward direction a minimum of 8 times.	1. The record is "The Mazurka."	1. Clap the 3/4 meter to the music before dancing the mazurka.
2. Review the tinikling dance. Use the tinikling poles but do not use music.	2. Volunteers are needed to manipulate the poles. The meter is 4/4. The students who are not participating clap the rhythm.	2. The combination is 4 jumps between the poles and 4 jumps away from the poles. Practice a minimum of 4 trials.

3. Review Alley Cat.	3. Students stand in single file formation. The record is "Alley Cat."	3. The Instructor should assist by counting. Do not physically prompt or demonstrate.
Skill Application: 10 minutes		
1. Students are requested to demonstrate 1 locomotor and 1 non locomotor step.	1. Students are seated in a semi-circle except for the demonstrator.	1. The students not demonstrating are requested to tell whether the movement demonstrated was correct or incorrect. If incorrect, the correction is made verbally or physically.
2. Perform the Rhythm Name Game.	2. Same as above.	2. Initially the tempo should be slow. The leader begins by calling out the name of a peer. The peer must respond by

calling out a second name at the right time, (during the right and left finger snaps) or the game is stopped. As students improve, increase the tempo.

Conclusion: 5 minutes

1. Free choice

ACTIVITY 27 - MOVEMENT/RHYTHMS EVALUATION

Goal 27.0 Demonstrates abilities in the physical, psychological and social areas through perceptual-motor, physical fitness, rhythms and dance tasks in movement/rhythms activities.

Objective 27.1 The Student should be able to:

27.11 Participate in the activities 100%.

27.12 Demonstrate a proficiency level in the "Movement/Rhythms Assessment" as determined by 1 out of 1 trials.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Perform the aerobic dance.	1. The record is "Nine to Five." Use a stopwatch to time the pulse rate count. The formation is scattered.	1. Select a new leader for the dance. By now almost everyone student should have had the chance to lead. Time the pulse rate count.
Skill Review: 20 minutes		
1. Evaluate the students' abilities	1. Divide the class into	1. The groups are allowed

by administering the "Movement/ Rhythms Assessment." (The instrument is located in the appendices, page	3 groups. No musical accompaniment is used. Drum beat or hand clap if necessary.	1 trial per test item. All students respond to the movement questions simultaneously to impede imitating. Verbal prompts may be used, but no demonstrations.
Conclusion: 5 minutes		
1. Perform the Virginia Reel dance. Use partners and allow leaders the opportunity to add new steps to the dance.	1. The record is "The Virginia Reel." The students are divided into two lines and they should face their partner. Allow approximately 3' between the 2 lines.	1. Without music, practice each step in the dance. The Instructor serves as the caller. Perform a second time with music.

ACTIVITY 28 - DANCE

Goal 28.0 Demonstrates abilities in the physical and social areas through partnering, shapes, social customs/gestures and movement in dance activities.

Objective 28.1 The Student should be able to:

28.11 Participate in the activities 100%.

28.12 Perform the mazurka 8 times R and 8 times L with 80% accuracy.

28.13 Perform the Virginia Reel a minimum of 1 time without stopping.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Review the Mazurka step 8 times R and 8 times L a minimum of 4 times total.	1. The record is "The Mazurka." The formation is scattered and the student work independently and then peer teach.	1. Practice the transitions between the leap, stamp, and step. The leap should be approximately 6-12" from one foot to the other. The stamp and step occur on the same spot.

2. Review the schottische 8 times R and 8 times L a minimum of 4 times total.	2. The record is "Highland Schottische," and the formation is scattered. Practice individually.	2. Emphasize the step-together-step-hop instead of 3 steps and a hop which is the lazy way to perform the combination.
Skill Development: 10 minutes		
1. Review the steps of the Virginia Reel. - Bow to your partner - do-sa-do your partner - R elbow swing - L elbow swing - lead couple slide 4 times to the R and 4 times L holding hands, - Break away and walk behind	1. The record is "The Virginia Reel." Each student has a partner. The 2 groups form 2 lines so that the parners face each other.	1. The partners should look at each other on the bow. The Instructor serves as the caller and the student should stay with the beat. There is 8 counts allotted for each step in the dance.

	- the respective line as the others in that line follow. - lead couples makes a bridge and the dyads pass through while holding hands. The lead couple is now at the end of the line. The dance repeats and the new lead couple slides.		
2.	Introduce the steps of the mazurka dance. - mazurka R 2 times - 12 small runs, almost in place - repeat	2.	The students are in a circle. No music is used.	2.	Use tape strips to mark the circle. The students must execute small steps and not crowd the person in front or behind.

- step-hop 6 times, stamp 3 times
- repeat
- turn to the L and repeat the entire dance.

3. Introduce the folk dance Oh Susannah. - 4 schottische R - hold hands and slide - 8 times R - walk to the center 4 steps and bow then back 4 steps and bow - repeat to the L	3. Circle formation. The record is "Oh, Susannah."	3. Students should stay with the beat of the music and follow the Instructor's calls.

Skill Application: 10 minutes

1. Perform the Virginia Reel	1. Record is "The Virginia Reel."	1. Students must work as a team (cooperation).

2. Perform the mazurka dance.	2. Record is "The Mazurka."	2. Same as above.
3. Perform the folk dance Oh, Susannah.	3. Record is "Oh, Susannah."	3. Same as above.
Conclusion: 5 minutes		
1. Practice the "Rhythm Name Game" described in lesson 26.	1. Students are seated in a circle.	1. Begin with a slow tempo and gradually increase.

ACTIVITY 29 - MOVEMENT/RHYTHMS EVALUATION

Goal 29.0 Demonstrates abilities in the physical, social, and psychological areas through perceptual-motor, physical fitness, rhythms and dance tasks in movement/rhythms activities.

Objective 29.1 The Student should be able to:

29.11 Participate in the activities 100%.

29.12 Demonstrate a proficiency level in the "Movement/Rhythms Assessment" as determined by 1 out of 1 trials.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Run in place for 1 minute.	1. Use a stopwatch to time the minute. Formation is scattered.	1. Stress continuous and vigorous running (knees lifted high) without resting.
Skill Review: 20 minutes		
1. Evaluate the students' abilities by administering the "Movement/	1. Divide the class into 3 groups. No musical accompaniment is used.	1. The groups are allowed 1 trial per test item. All

Rhythms Assessment." (The instrument is located in the appendices, page	A drum beat may be used or hand clap.	students respond to the movement questions simultaneously to impede imitating. Verbal prompts may be used but no demonstrations.
Conclusion: 5 minutes		
1. Perform the aerobic dance.	1. The record is "Nine to Five" and the formation is scattered. Use a stopwatch to time the pulse rate counts before and after.	1. Choose a new leader. Stress that students continuously move with <u>lots</u> of energy.

ACTIVITY 30 - REVIEW

Goal 30.0 Demonstrates abilities in the physical, social, and psychological areas through partnering, social, customs/gestures, leadership and movement tasks in dance activities.

Objective 30.1 The Student should be able to:

30.11 Participate in the activities 100%.

30.12 Demonstrate social skills used in requesting a dance with a partner a minimum of 1 time (e.g. bowing to the partner while requesting, shaking hands etc.)

30.13 Perform the mazurka dance without stopping and with 50% accuracy.

30.14 Perform the folk dance without stopping and with 50% accuracy.

Tasks	Organization	Teaching Emphasis
Warm-up: 5 minutes		
1. Discuss different customs for greeting and leaving people (e.g. bowing, thanking, shaking hands, waving hands)	1. Practice the greetings and partings with a partner.	1. Emphasize appropriateness of the act. Kissing may be acceptable with an old friend but not perhaps with a new friend.

Skill Review: 20 minutes

1. Perform the mazurka dance.	1. The record is "The Mazurka" and students stand in a circle.	1. Use tape strips to mark the circle. Keep prompts to a minimum.
2. Perform the folk dance "Oh Susannah."	2. The record is "Oh, Susannah," and the students stand in a circle.	2. Same as above.
3. Perform the Virginia Reel.	3. The record is "The Virginia Reel."	3. Students use the social skills above to greet, request a dance, and part partners. Western bandanas are used as costumes.

Conclusion: 5 minutes

1. Students complete an evaluation form of the 10 week program.

Objectives - Unit 1

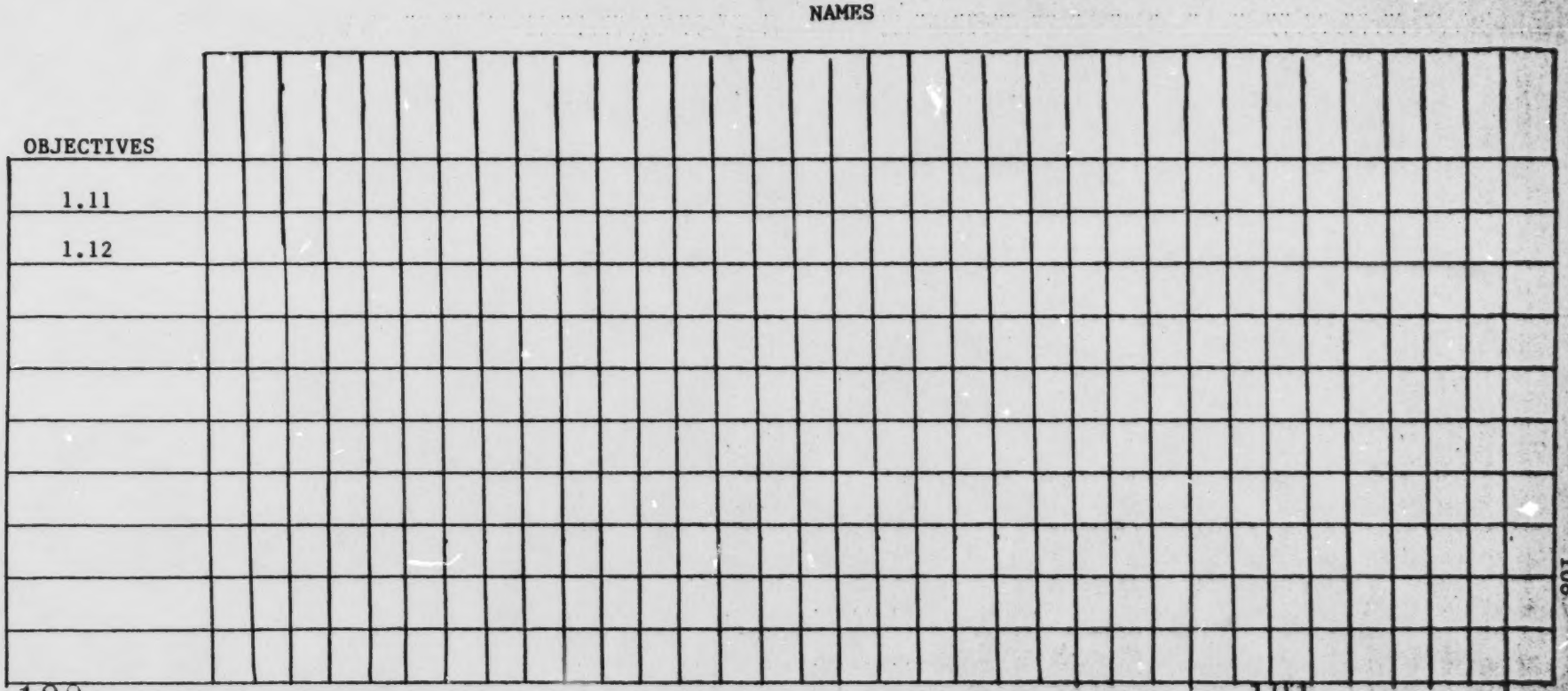
ACTIVITY 1 - MOVEMENT ORIENTATION AND ASSESSMENT

Goal 1.0 Demonstrates abilities in the physical, psychological and social areas through physical fitness, rhythm, and perceptual motor tasks in movement/rhythms activities.

Objective 1.1 The Student should be able to:

1.11 Participate in the activities 100%.

1.12 Demonstrate a proficiency level in the "Movement/Rhythms Assessment" as determined by 1 out of 1 trials.



ACTIVITY 2 - MOVEMENT ORIENTATION AND ASSESSMENT

Goal 2.0 Demonstrates abilities in the physical, psychological and social areas through physical fitness, rhythm, and perceptual motor tasks in movement/rhythms activities.

Objective 2.1 The Student should be able to:

2.11 Participate in the activities 100%

2.12 Demonstrate a proficiency level in the "Movement/Rhythms Assessment" as determined by 1 out of 1 trial.

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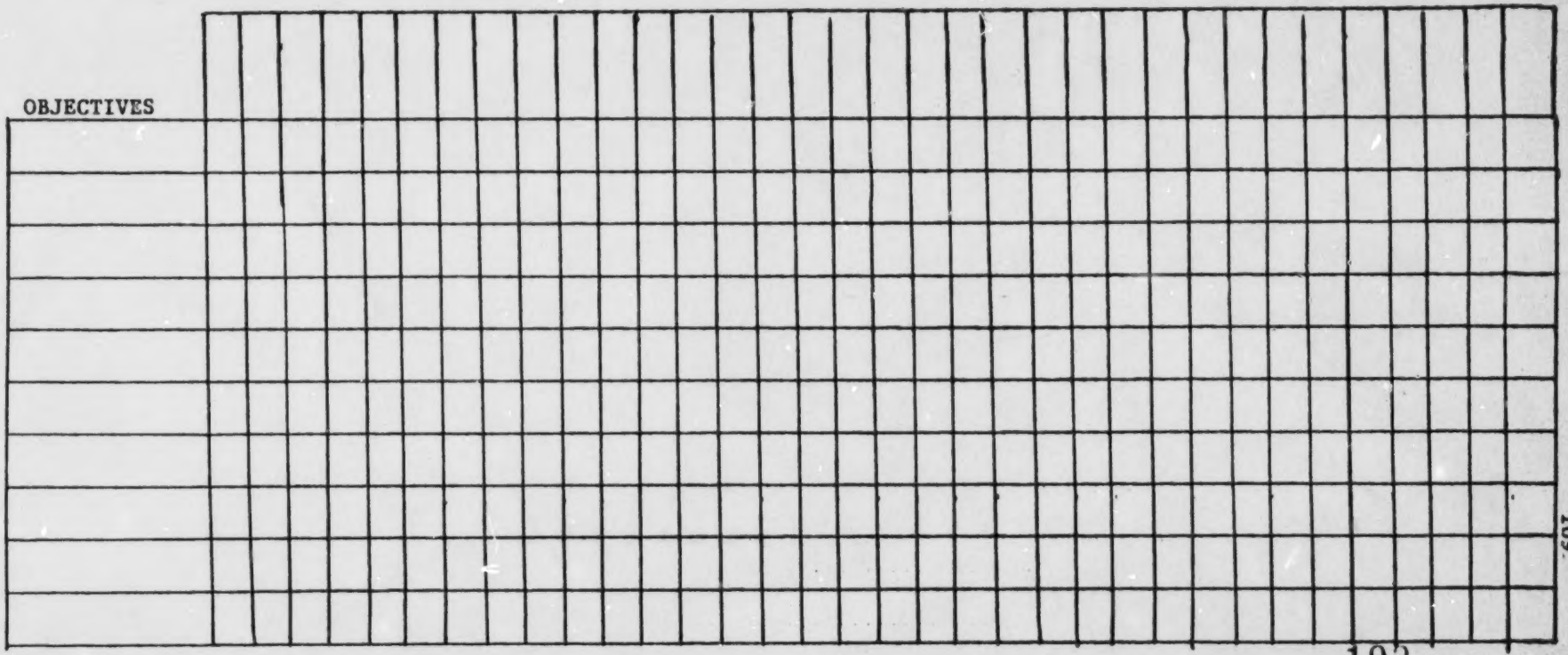

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ACTIVITY 3 - MOVEMENT ORIENTATION

Goal 3.0 Demonstrates abilities in the physical and social areas through fitness exercises, group participation, space, and direction tasks in movement orientation activities.

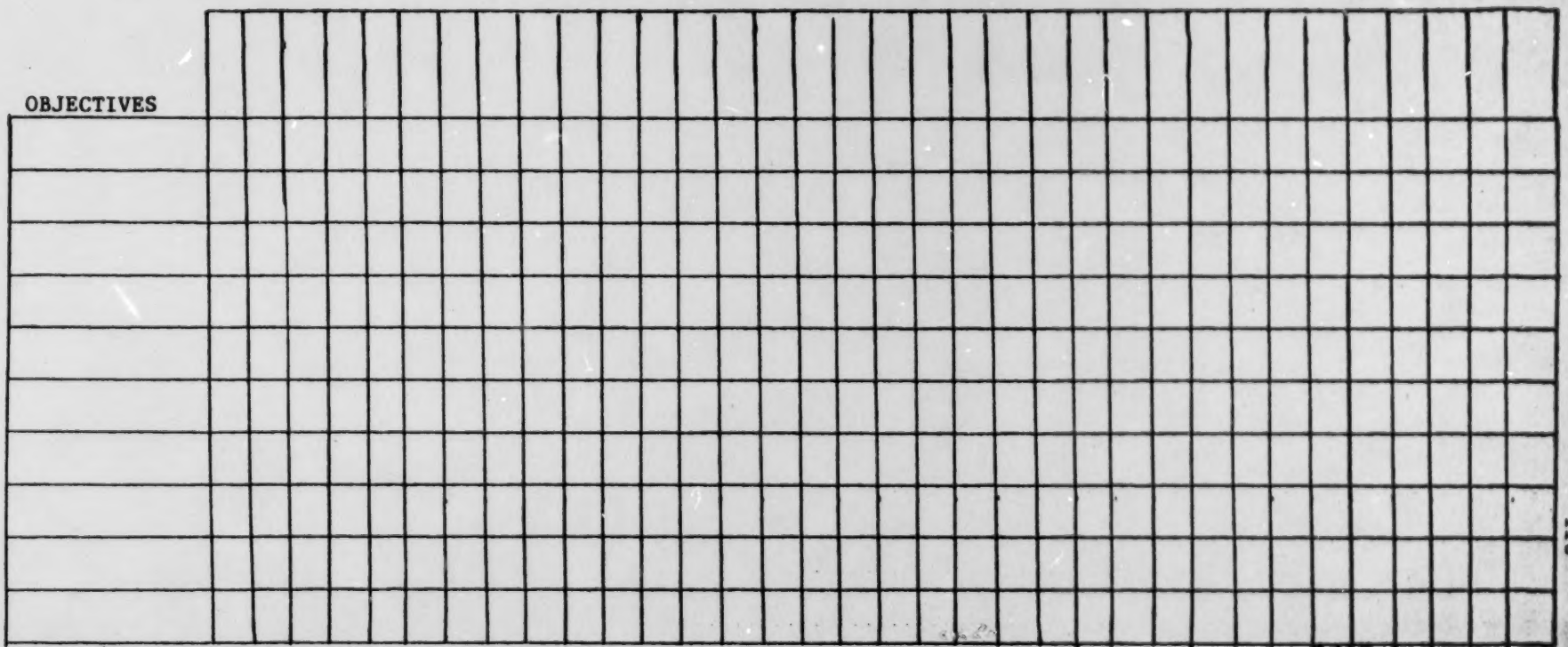
Objective 3.1 The Student should be able to:

3.11 Participate in the activities 100%.

3.12 Jump 16 times, hop on the Rf 8 times, and hop on the Lf 8 times with 100% accuracy.

3.13 Respond to the action works freeze and move without contacting the body of a peer with 100% accuracy.

NAMES



ACTIVITY 4 - MOVEMENT ORIENTATION

Goal 4.0 Demonstrates abilities in the area of physical and psychological development through body awareness, space, direction, physical fitness tasks in movement orientation activities.

Objective 4.1 The Student should be able to:

4.11 Participate in the activities 100%

4.12 Jump 16 times while facing a partner and holding both hands, hop Rf 8 times, and hop Lf 8 times with 100% accuracy.

4.13 Respond to the action words <u>freeze</u> and <u>move</u> without contacting the body of a peer with 100% accuracy.

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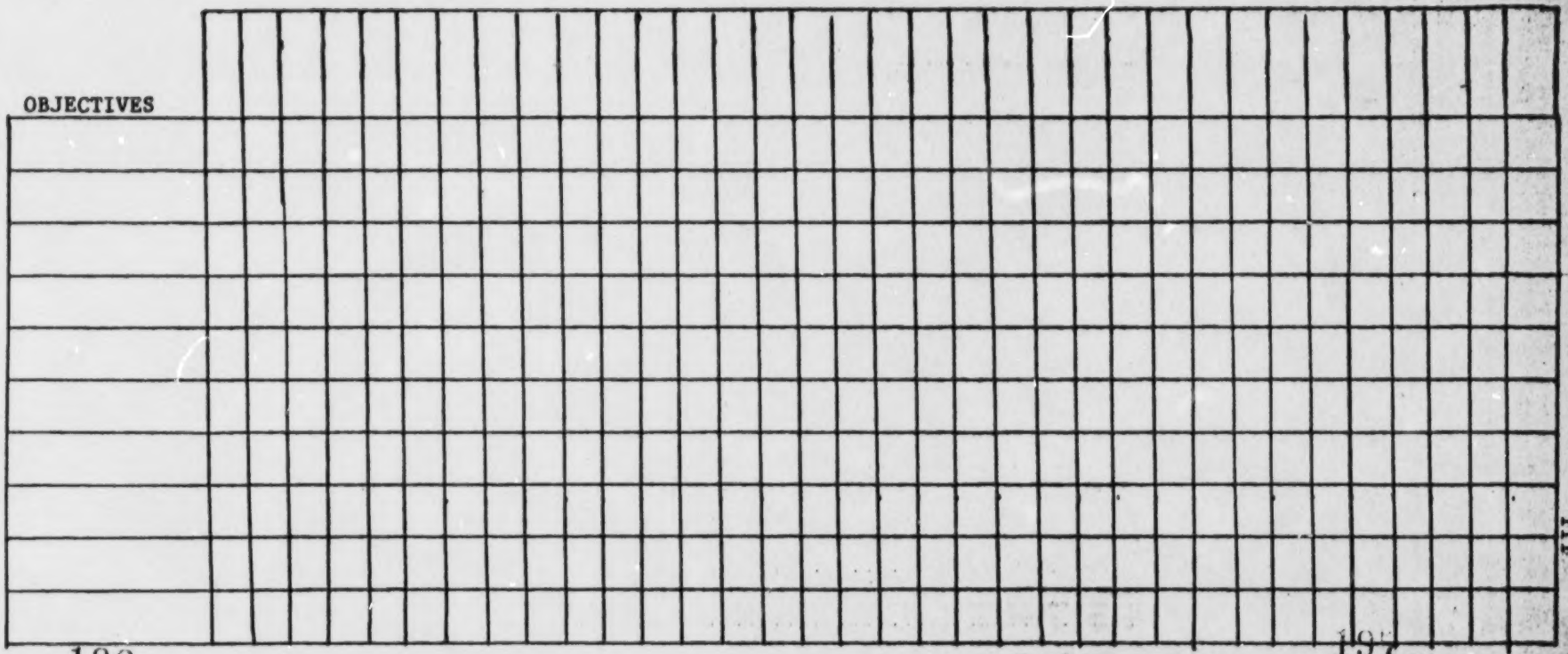


ACTIVITY 5 - MOVEMENT ORIENTATION

Goal 5.0 Demonstrates abilities in the physical and psychological areas in fitness and leadership tasks through movement orientation activities.

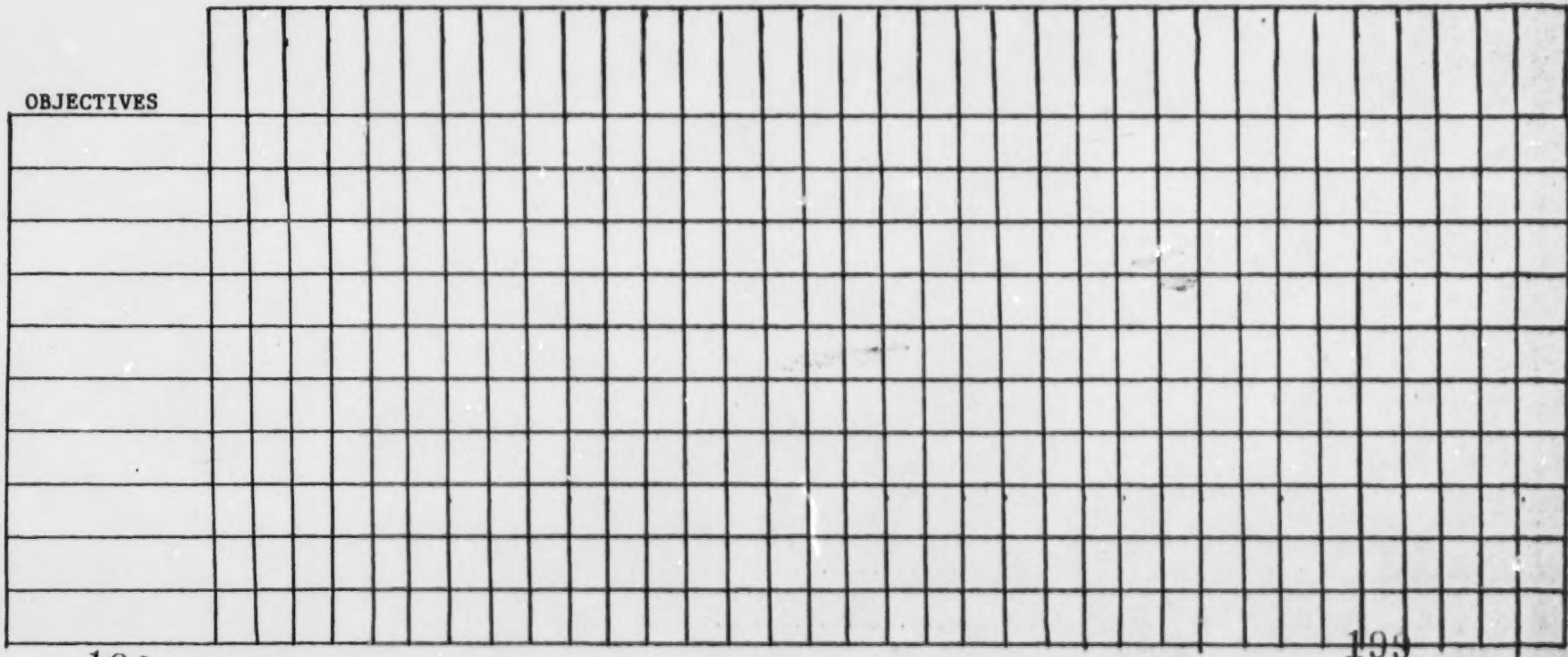
Objective 5.1 The Student should be able to:

5.11 Participate in the activities 100%.

5.12 Demonstrate the ability to lead the group members in 1 trial.

5.13 Execute 16 jumps, 8 hops (Rf), and 8 hops (Lf) four times with 100% accuracy.

NAMES



ACTIVITY 6 - MOVEMENT ORIENTATION

Goal 6.0 Demonstrates abilities in the physical and psychological areas in fitness and body awareness tasks through movement orientation activities.

Objective 6.1 The Student should be able to:

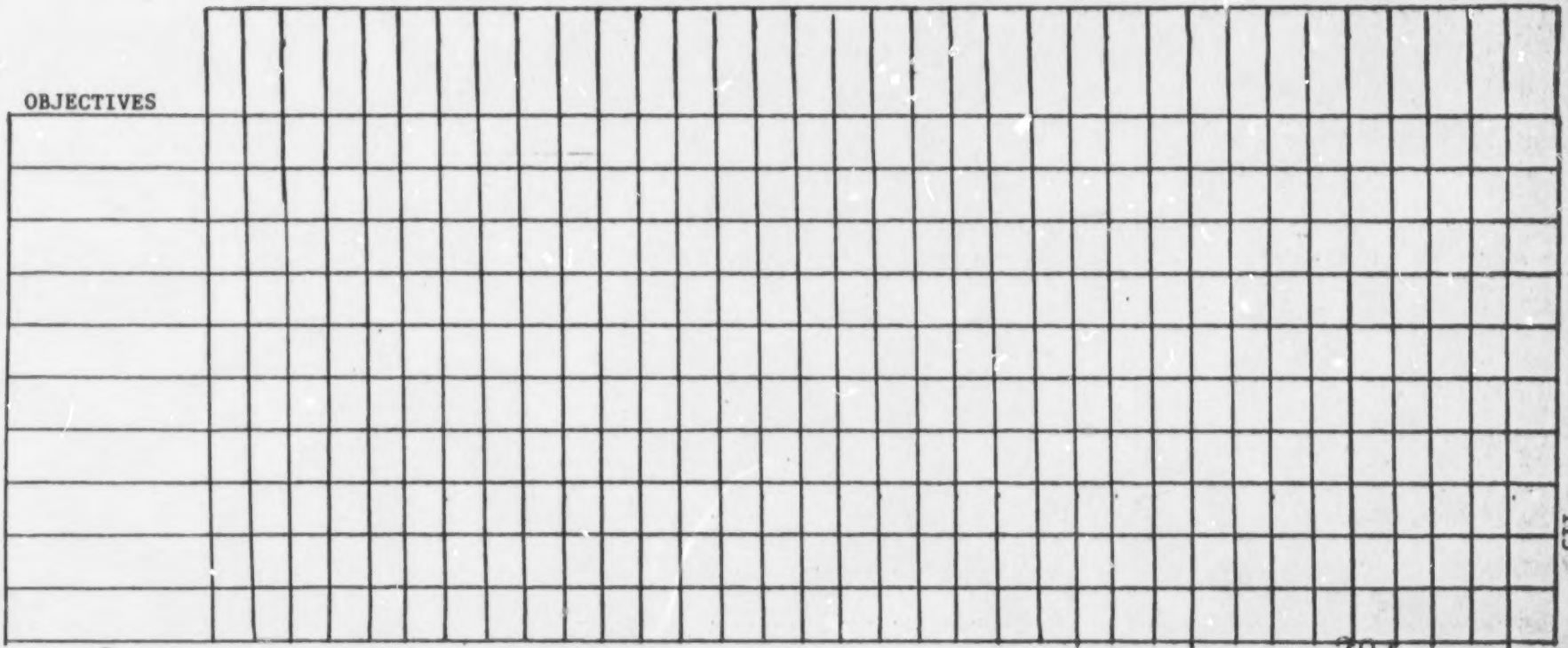
6.11 Participate in the activities 100%

6.12 Participate in a tinikling routine with 75% accuracy—

Jump 2 times in and 2 times out.

Hop 2 times in and 2 times out.

NAMES



Objectives - Unit 2

ACTIVITY 7 - MOVEMENT EXPLORATION

Goal 7.0 Demonstrates ability in physical and psychological areas through nonlocomotor/ locomotor role play, problem solving, and self awareness tasks in movement exploration activities.

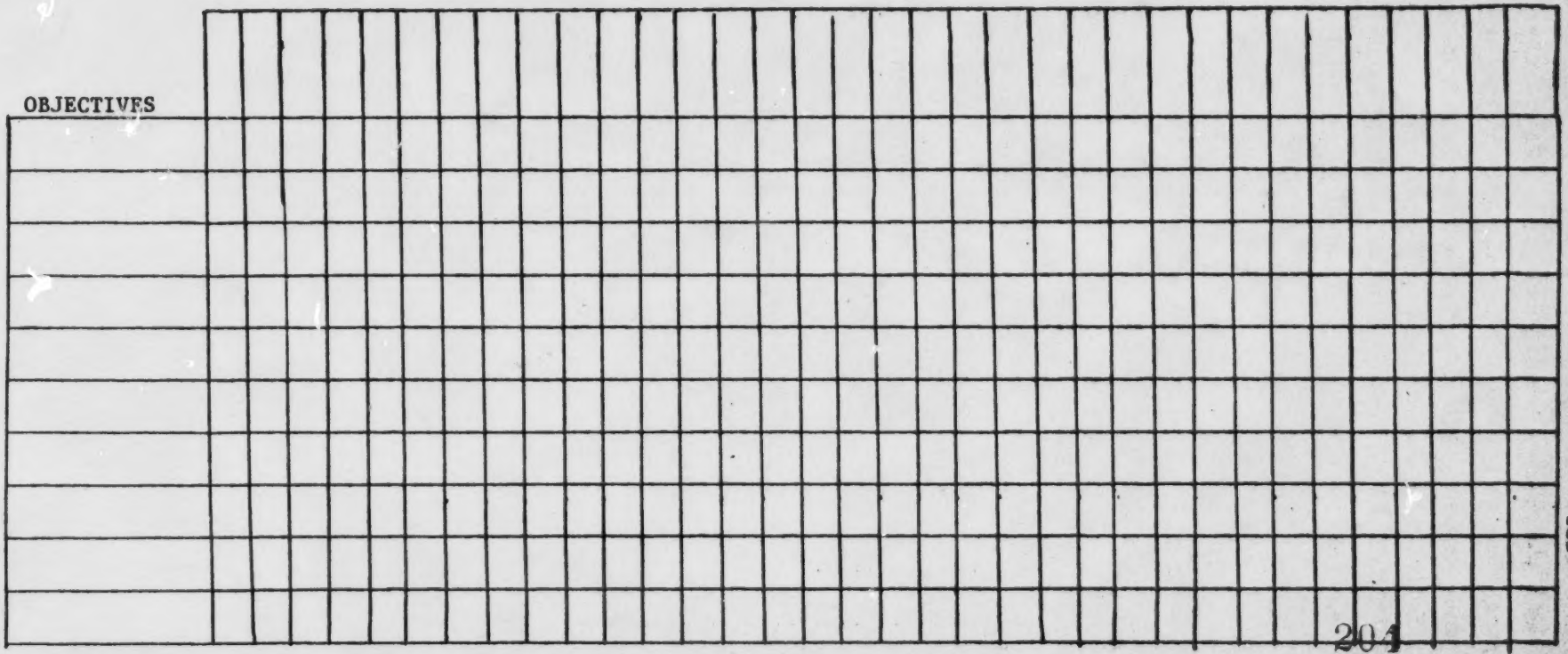
Objective 7.1 The Student should be able to:

7.11 Participate in the activities 100%.

7.12 Jump 16 times, hop Rf 8 times and hop Lf 8 times with 100% accuracy.

7.13 Demonstrate a movement that is characteristic of a tree blowing in the wind (a minimum of 1 movement).

NAMES



ACTIVITY 8 - MOVEMENT EXPLORATION

Goal 8.0 Demonstrates abilities in the physical and psychological area through non locomotor/ locomotor, problem-solving, and self awareness tasks in movement exploration.

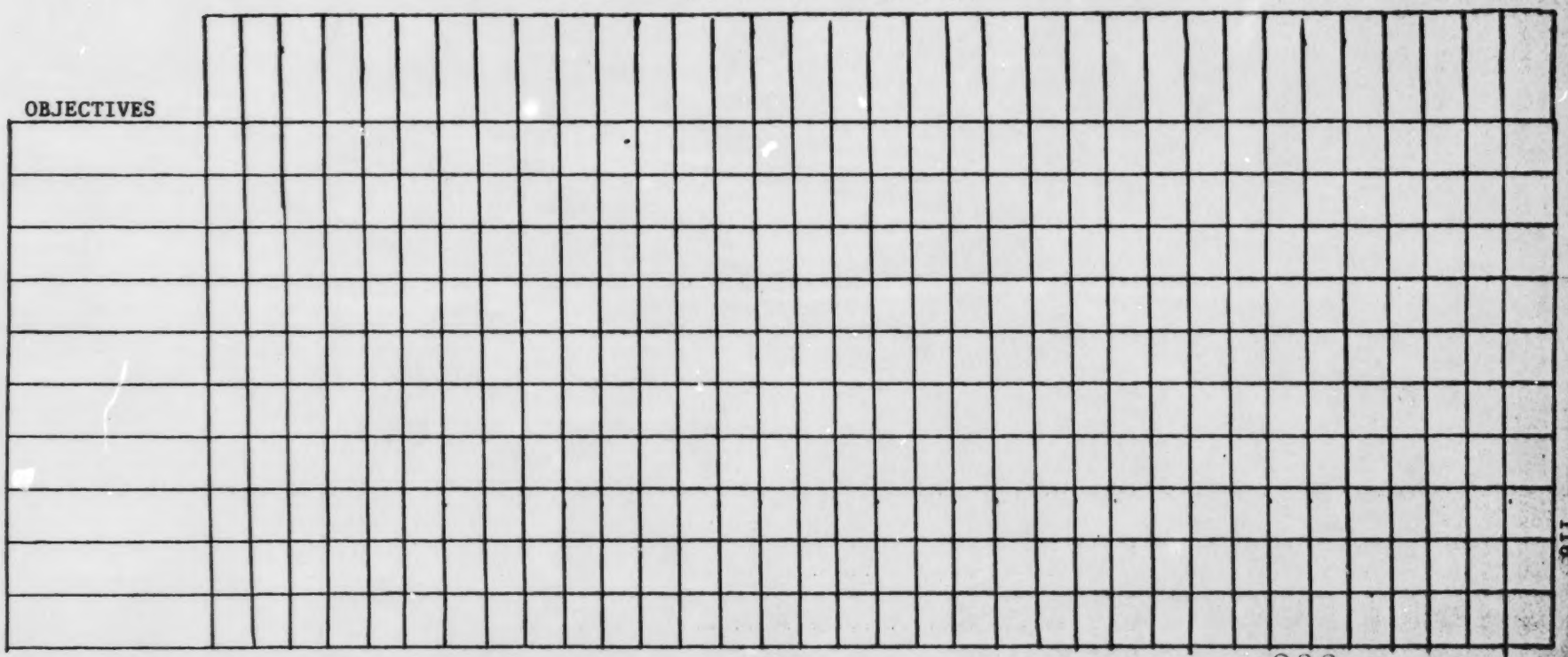
Objective 8.1 The Student should be able to:

8.11 Participate in the activities 100%.

8.12 Jump 16 times, hop Rf 8 times, hop Lf 8 times with 100% accuracy.

8.13 Demonstrate an action (e.g. washing dishes) to the rest of the group through role play.

NAMES



ACTIVITY 9 - MOVEMENT EXPLORATION

Goal 9.0 Review of the major objectives covered in the units on movement orientation and movement exploration.

Objective 9.1 The Student should be able to:

9.11 Participate in the activities 100%.

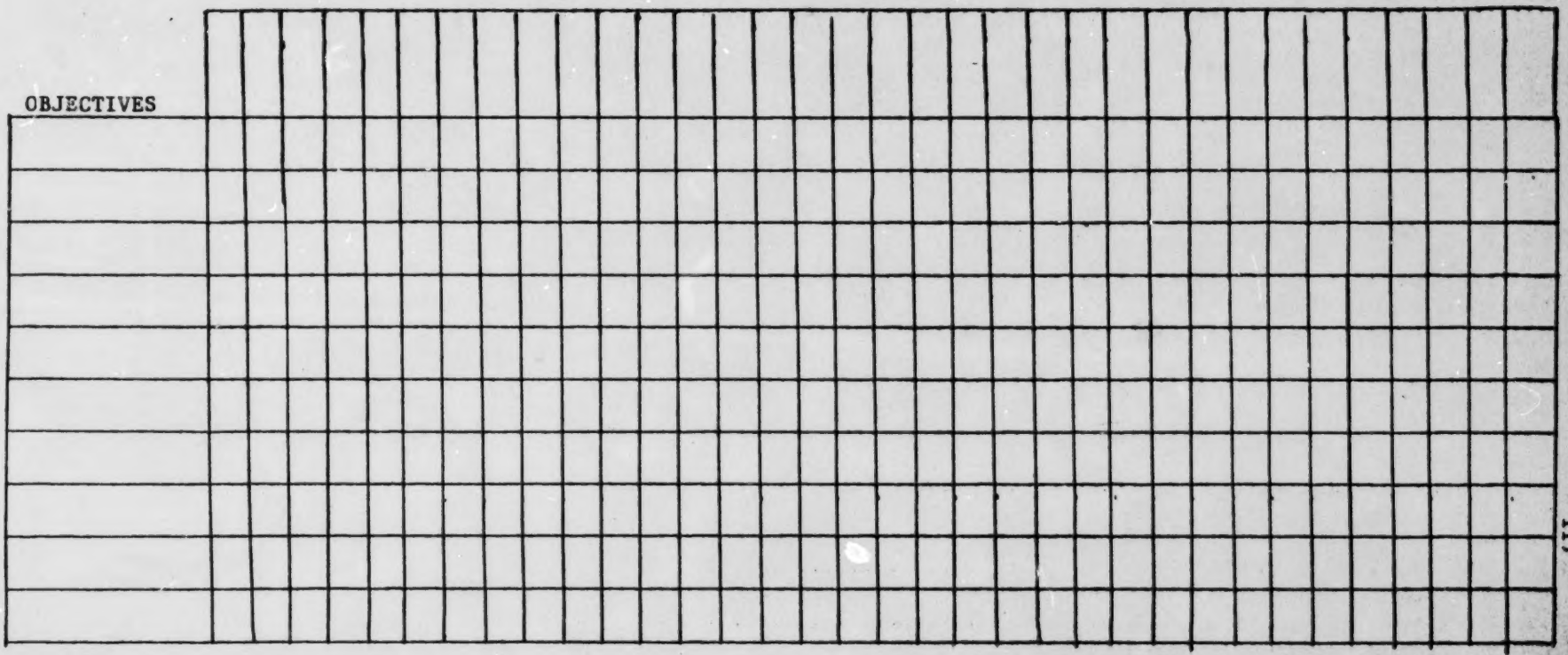
9.12 Jump 16 times, hop Rf 8 times, hop Lf 8 times with 100% accuracy.

9.13 Respond to the action words freeze and move while moving around the room and without contacting the body of peers with 100% accuracy.

9.14 Perform the tinikling dance (with jumps only) individually a minimum of 4 times with 90% accuracy. Two trials are allotted.

9.15 Demonstrate one locomotor or one non locomotor movement.

NAMES



ACTIVITY 10 - MOVEMENT EXPLORATION

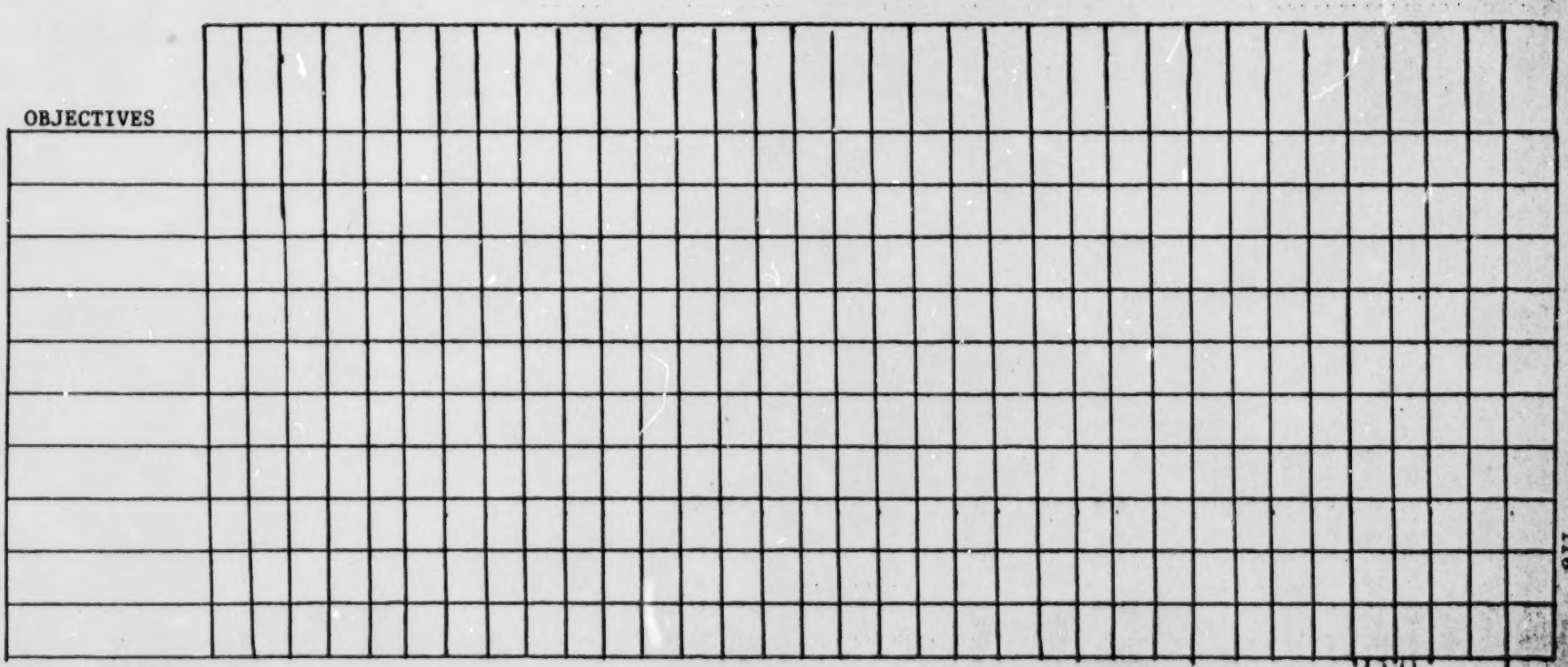
Goal 10.0 Demonstrates abilities in the physical and social areas through dance, partnering tasks in movement exploration activities.

Objective 10.1 The Student should be able to:

10.11 Participate in the activities 100%.

10.12 Jump 16 times, hop Rf 8 times, and hop Lf 8 times and keep the beat of the music with 75% accuracy.

10.13 Perform "I Like to Dance" with a partner at least 1 time.



ACTIVITY 11 - MOVEMENT EXPLORATION

Goal 11.0 Demonstrates abilities in the physical and psychological area through movement choreography, body awareness, and cognitive tasks in movement exploration activities.

Objective 11.1 The Student should be able to;

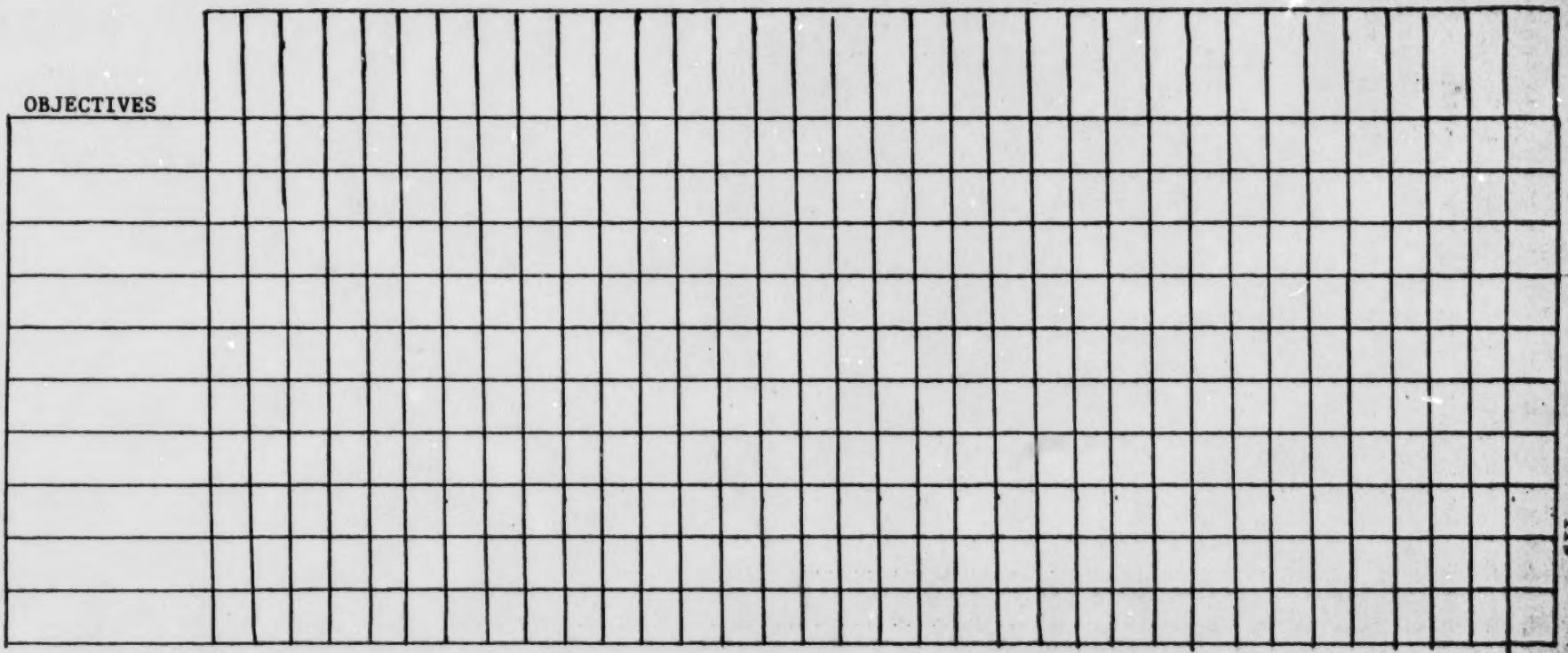
11.11 Participate in the activities 100%.

11.12 Jump 16 times, hop Rf 8 times, hop Lf 8 times while maintaining the beat with 75% accuracy.

11.13 Demonstrate knowledge of 1 locomotor movement and 1 non locomotor movement through verbal identification or through a demonstration.

11.14 While moving around the room, respond in time to the action words <u>freeze</u> and <u>move</u> without contacting the body of peers with 100% accuracy.

NAMES



ACTIVITY 12 - MOVEMENT EXPLORATION

Goal 12.0 Review and evaluation of movement exploration activities from the past two weeks.

Objective 12.1 The Student should be able to:

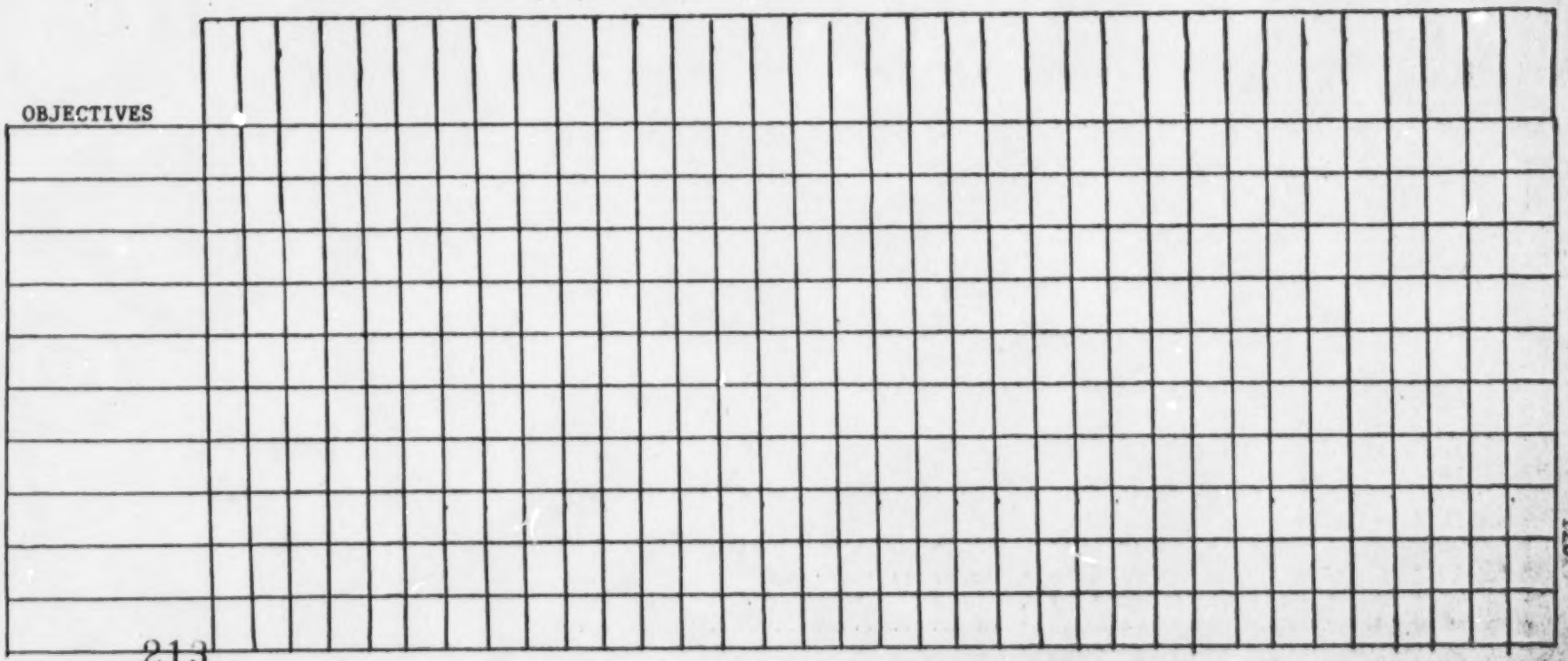
12.11 Participate in the activities 100%.

12.12 Jump 16 times, Hop Rf 8 times, Hop Lf 8 times with the correct sequence, transitions and keeping the beat with 75% accuracy.

12.13 Demonstrate 1 locomotor movement and 1 non locomotor movement to the class. (Each student demonstrates a new movement, no repeating.)

NAMES

OBJECTIVES



Objectives - Unit 3

ACTIVITY 13 - DANCE FOUNDATION

Goal 13.0 Demonstrates abilities in the physical and psychological areas through self recognition and movement tasks in dance foundation activities.

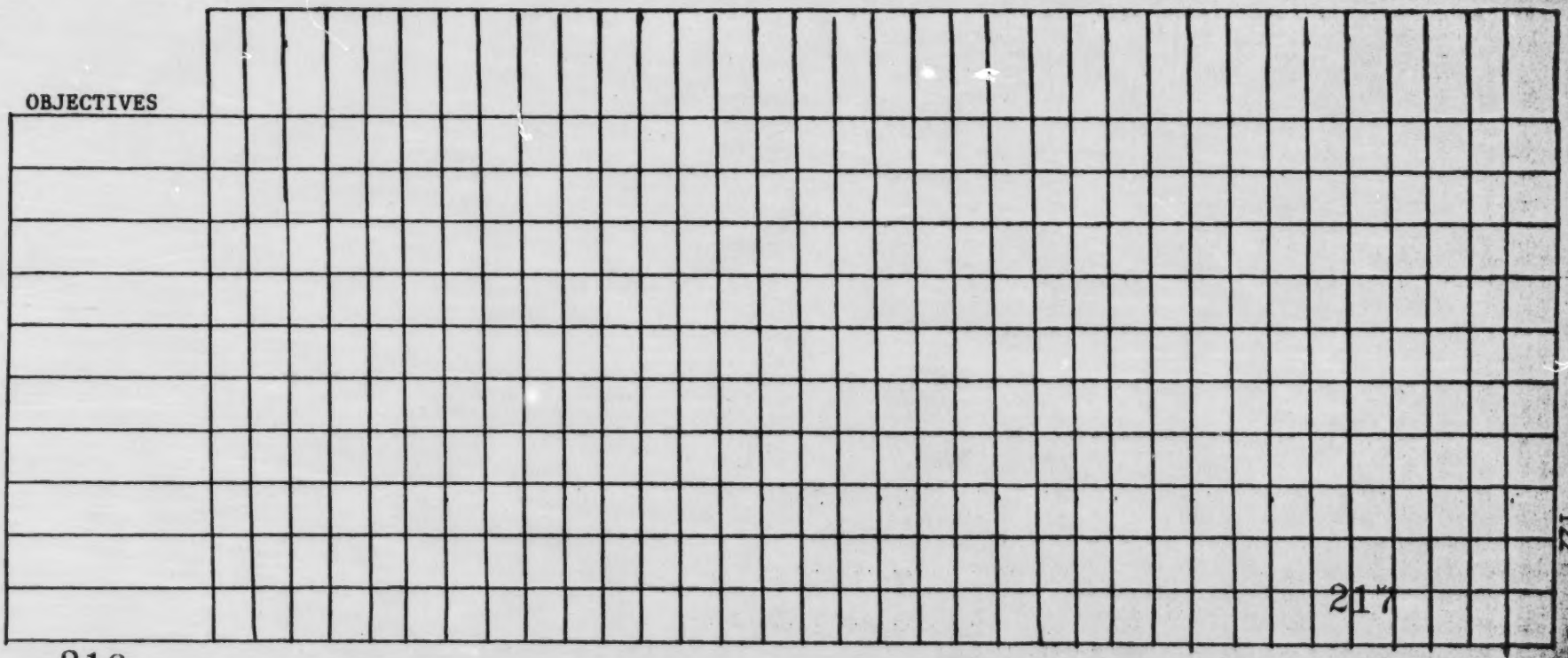
Objective 13.1 The Student should be able to:

13.11 Participate in the activities 100%.

13.12 Demonstrate a movement and simultaneously verbalize your own name in front of the group at least 1 time.

13.13 Demonstrate or verbally identify a movement component (a minimum of 1) from the following elements: space, level, shape, gesture, focus, direction, and pathway.

NAMES



ACTIVITY 14 - DANCE FOUNDATION

Goal 14.0 Demonstrates abilities in the areas of physical and psychological development through dance, role play and self recognition tasks in dance foundation activities.

Objective 14.1 The Student should be able to:

14.11 Participate in the activities 100%.

14.12 Demonstrate one movement that is characteristic of an animal in front of the group.

NAMES

OBJECTIVES

ACTIVITY 15 - DANCE FOUNDATION

Goal 15.0 Demonstrates abilities in the physical and social areas through dance, direction, and shape tasks in dance foundation activities.

Objective 15.1 The Student should be able to:

15.11 Participate in the activities 100%.

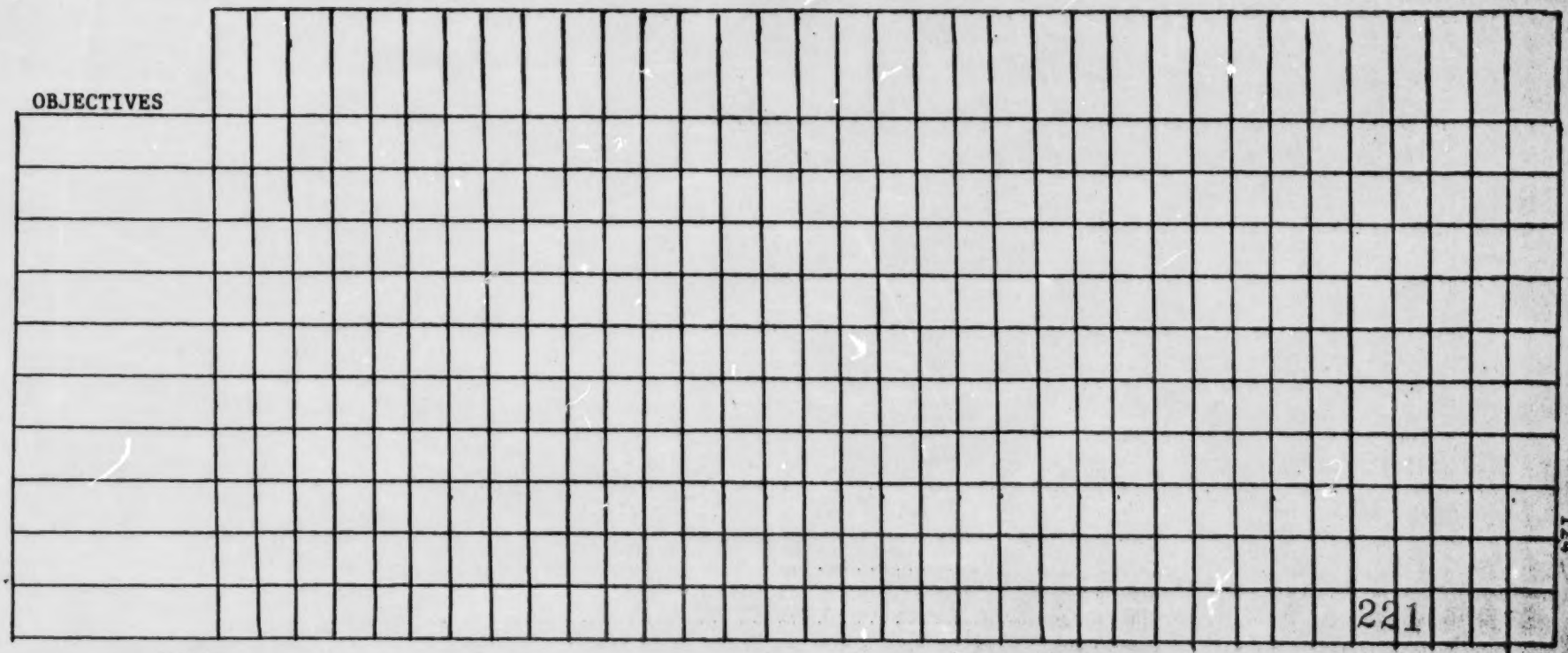
15.12 Leap 8 times, gallop Rf 8 times, gallop Lf 8 times and skip 8 times with 90% accuracy.

15.13 Perform the Alley Cat dance and continue using the appropriate foot with the beat with 80% accuracy.

Rf to side 4 times
Lf to side 4 times
Rf to side 2 times
Rf to side 1 time
Lf to side 1 time
Turn a quarter turn to the right.
Repeat till the music ends.

NAMES

OBJECTIVES



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ACTIVITY 16 - DANCE FOUNDATION

Goal 16.0 Demonstrates abilities in the physical and social areas through movement combination tasks and partnering tasks in dance foundation activities.

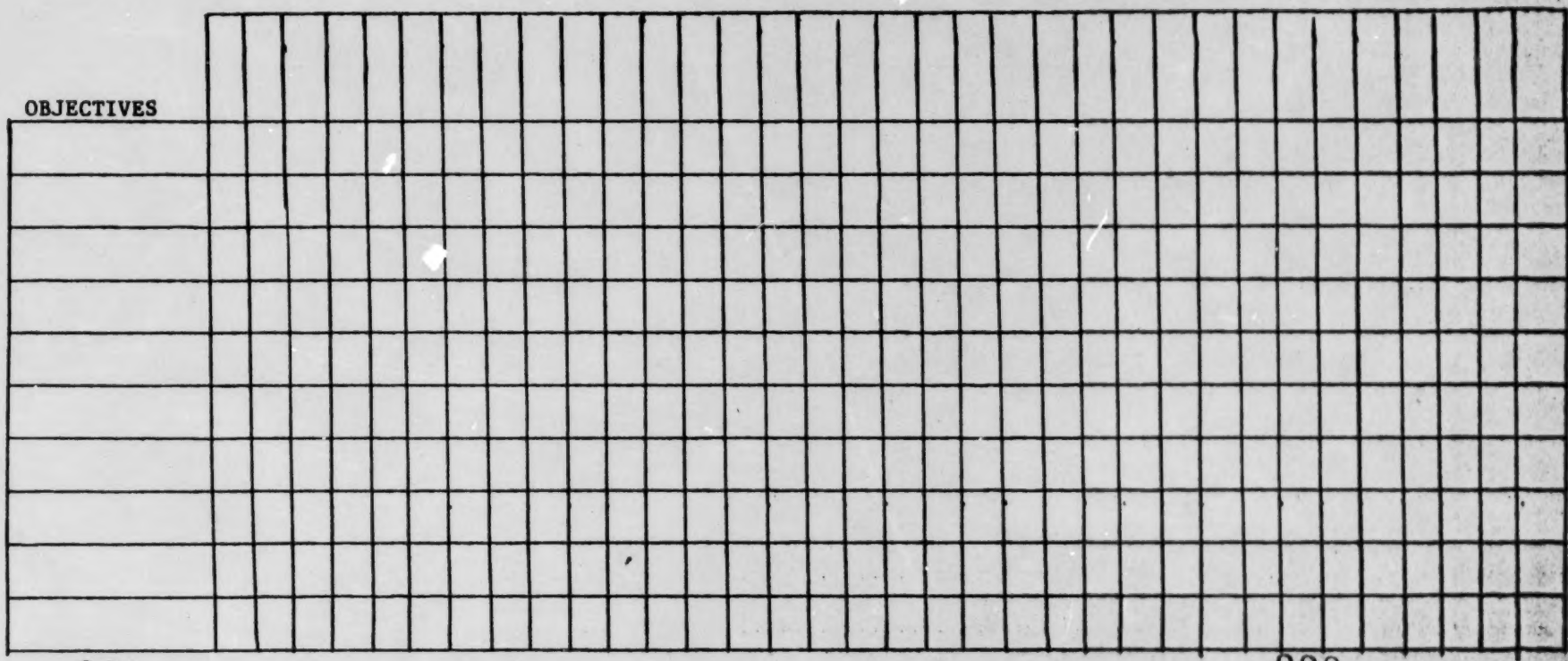
Objective 16.1 The Student should be able to:

16.11 Participate in the activities 100%,

16.12 Leap 8 times, gallop 8 times Rf and gallop Lf 8 times with 80% accuracy.

16.13 Schottische 8 times while standing shoulder to shoulder and holding left hand in the right hand of a partner with 100% accuracy.

NAMES



ACTIVITY 17 - DANCE FOUNDATION

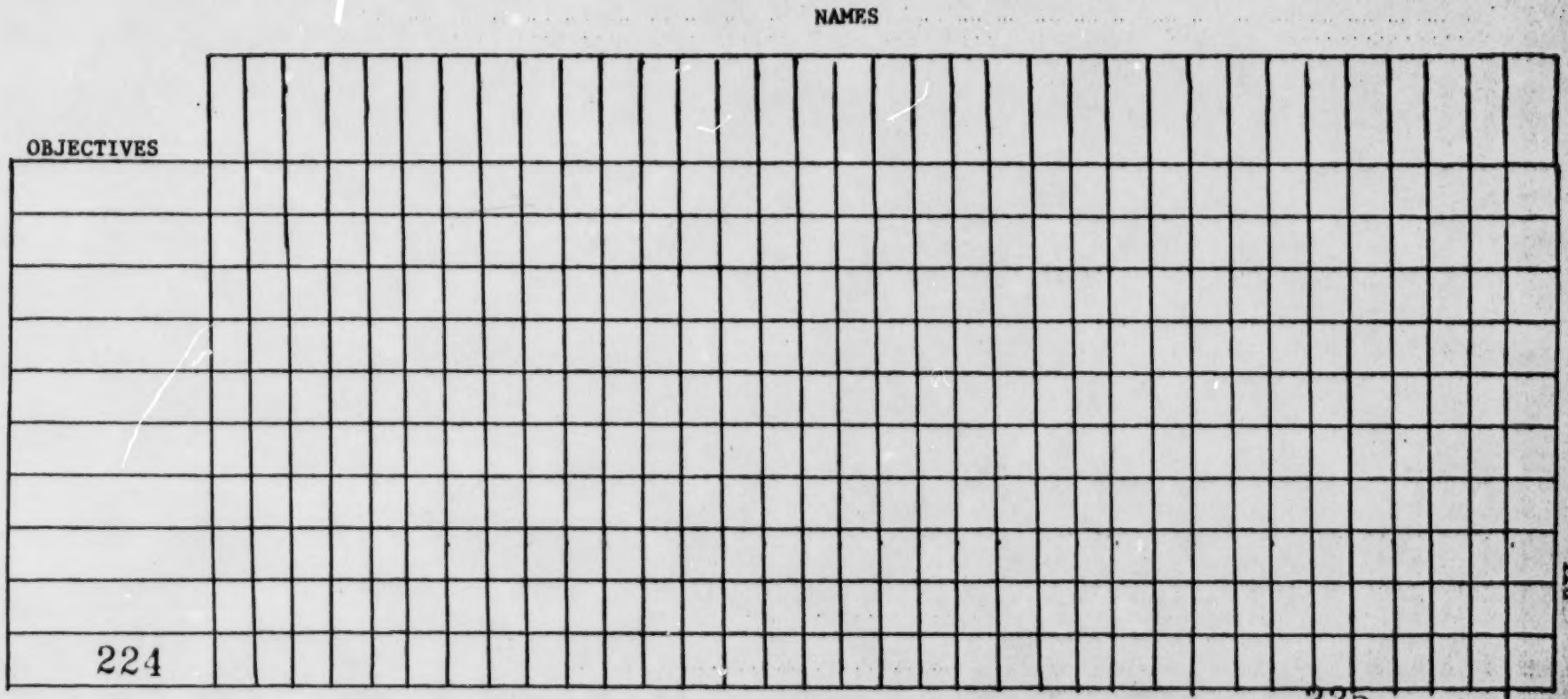
Goal 17.0 Demonstrates abilities in the physical and social areas through movement combination tasks and partnering tasks in dance foundation activities.

Objective 17.1 The Student should be able to:

17.11 Participate in the activities 100%.

17.12 Leap 8 times, gallop 8 times and skip 8 times with 100% accuracy.

17.13 Perform the Alley Cat dance with 90% accuracy.



ACTIVITY 18 - DANCE FOUNDATION

Goal 18.0 Review of the major objectives covered in the unit on dance foundation.

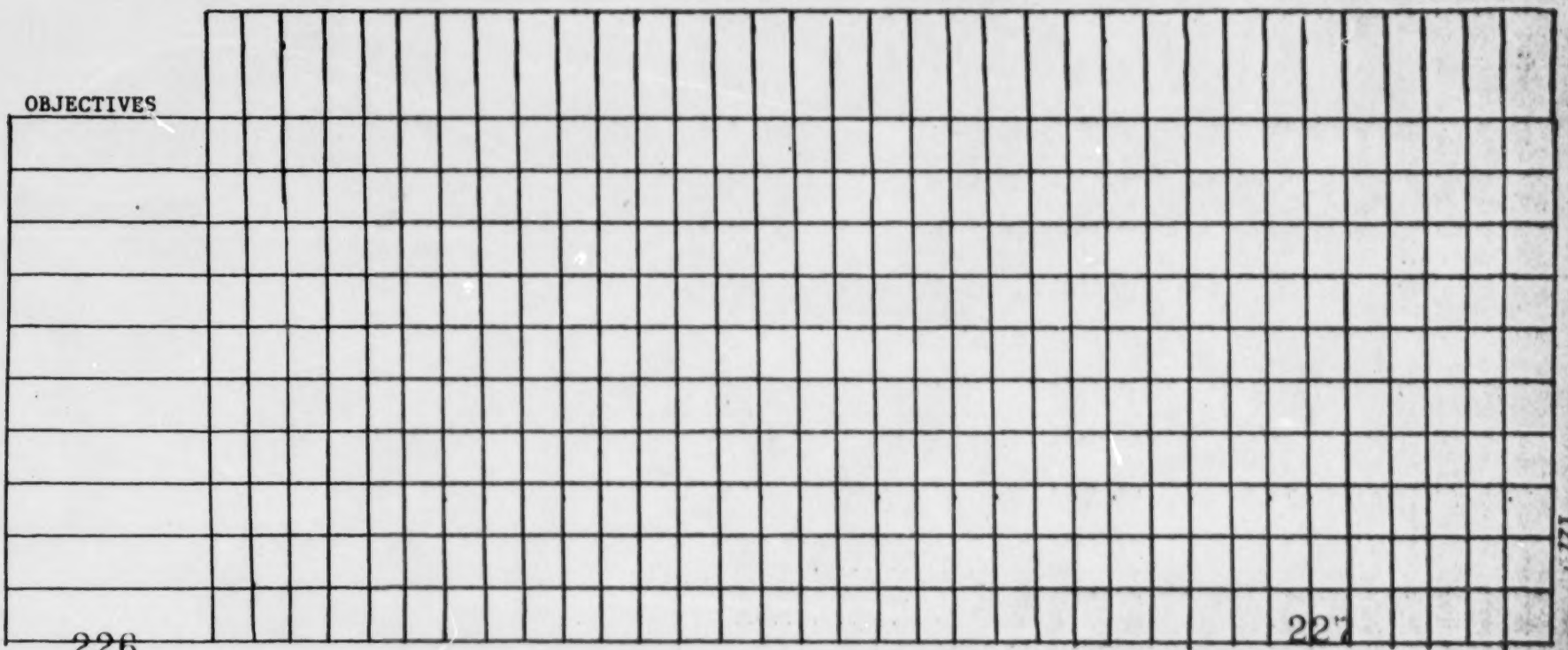
Objective 18.1 The Student should be able to:

18.11 Participate in the activities 100%.

18.12 Demonstrate 1 movement component.

18.13 Leap 8 times, gallop Rf 8 times, gallop Lf 8 times, skip 8 times, schottische 8 times with 80% accuracy for each.

18.14 Demonstrate 1 movement quality.



Objectives - Unit 4

ACTIVITY 19 - RHYTHMS

Goal 19.0 Demonstrates abilities in the physical and social areas through time, partnering and movement combination tasks in Rhythms activities.

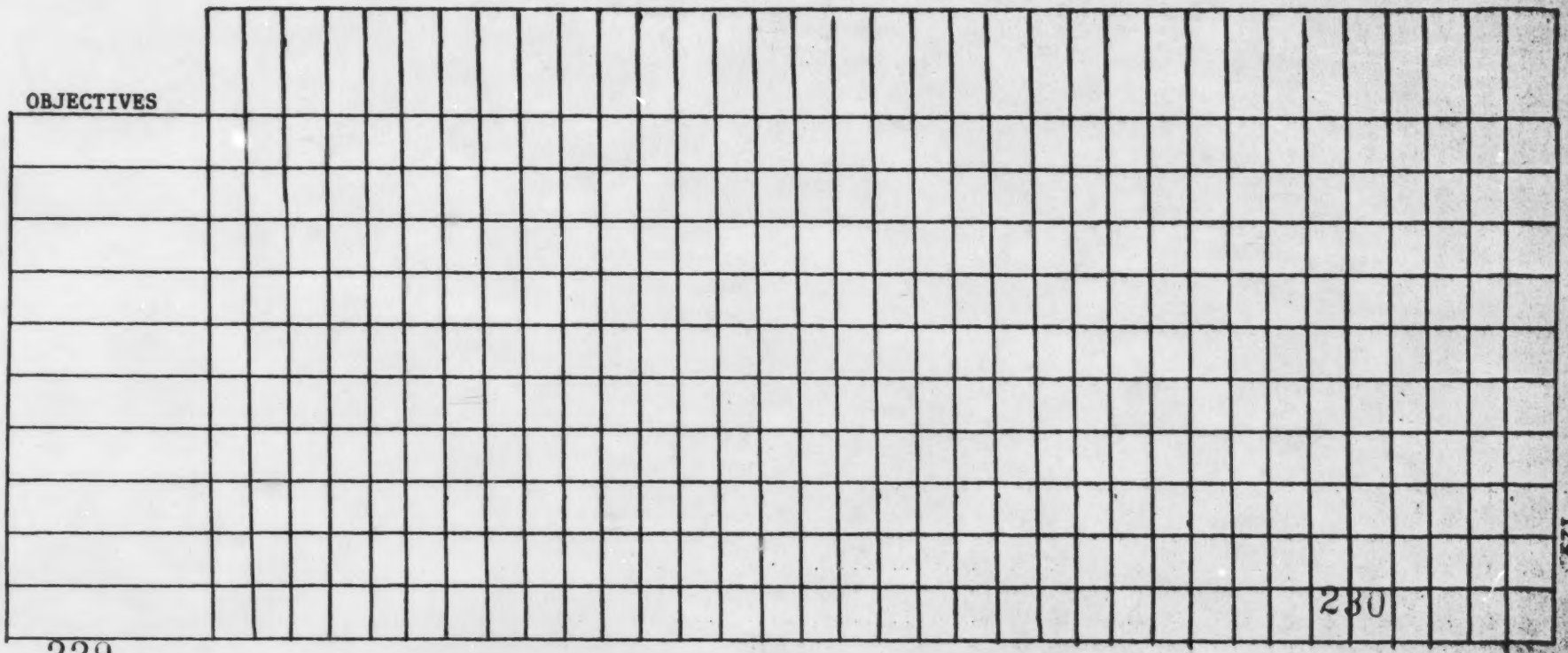
Objective 19.0 The Student should be able to:

19.11 Participate in the activities 100%.

19.12 Execute the tinikling dance combination (leap in between poles, place Rf next to Lf, leap to other side away from poles and repeat in the opposite direction), a minimum of 4 times with 75% accuracy.

19.13 Execute the tinikling dance, cooperate with a partner by holding both hands and facing each other a minimum of 4 times with 75% accuracy.

NAMES



ACTIVITY 20 - RHYTHMS

Goal 20.0 Demonstrates abilities in the physical and social areas through time, dance, and group cooperative tasks in Rhythms activities.

Objective 20.1 The Student should be able to:

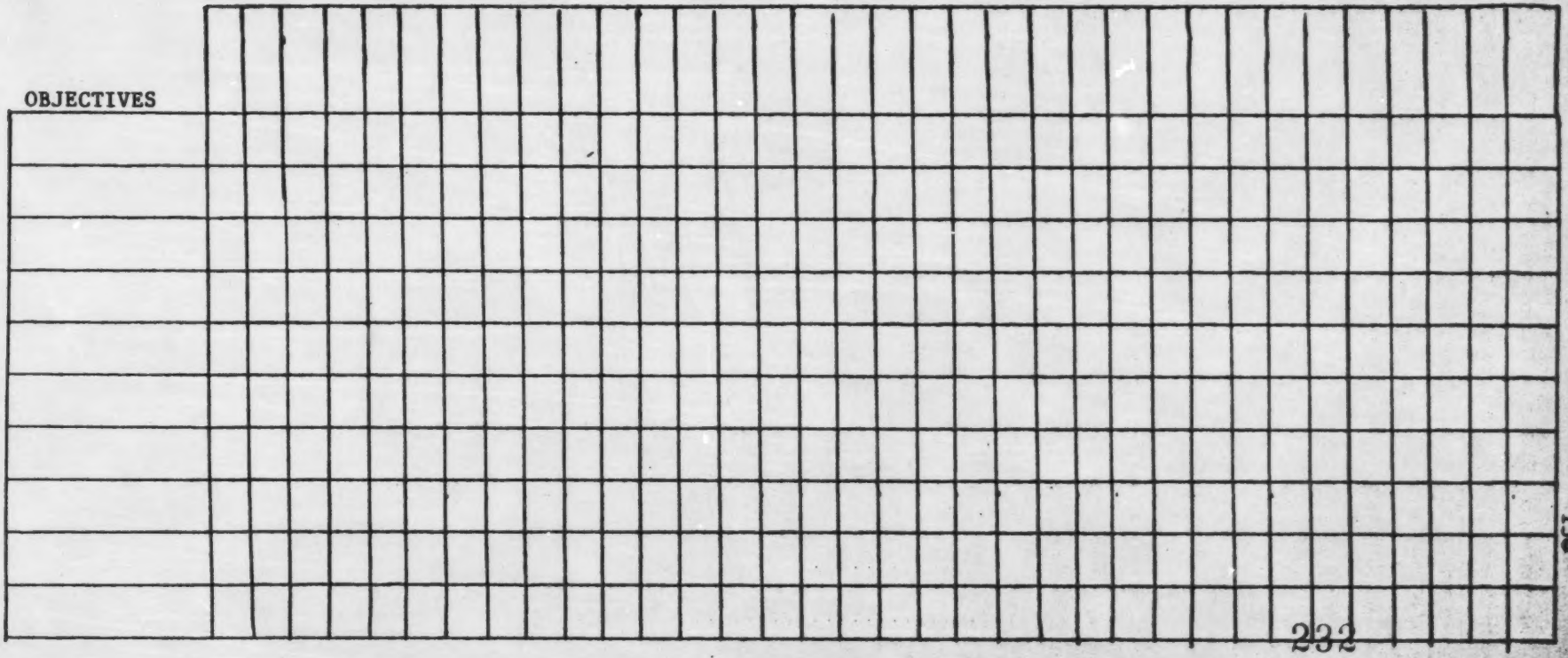
20.11 Participate in the activities 100%.

20.12 Perform the schottische step with 75% accuracy.

20.13 Perform schottische 8 times to the R
- schottische 8 times to the L
- step-hop 6 times to the R
- stamp R, L, R, rest
- step-hop 6 times to the L
- stamp L, R, L, rest
- repeat till music ends.

with 75% accuracy.

NAMES



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ACTIVITY 21 - RHYTHMS

Goal 21.0 Demonstrates abilities in the physical and social area through time, coordination, directionality, partnering, and laterality tasks in Rhythms Activities.

Objective 21.1 The Student should be able to;

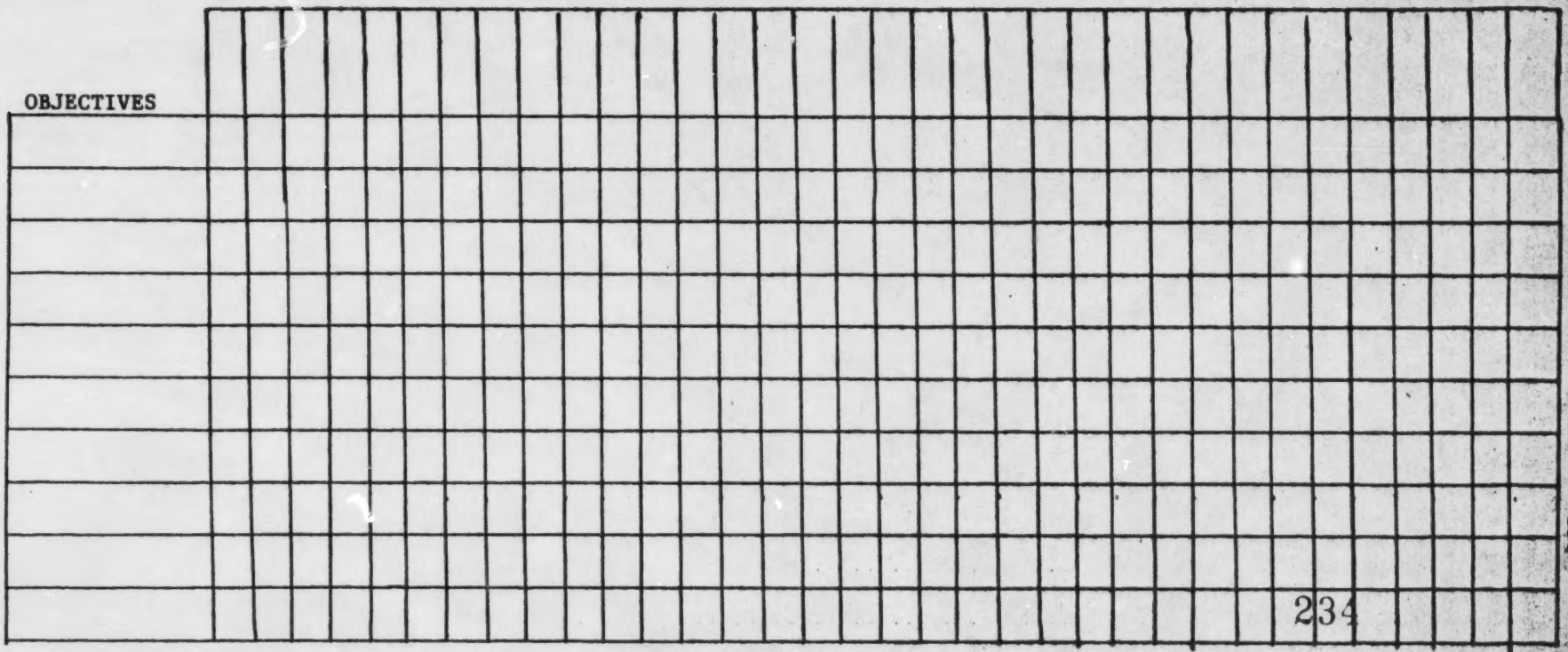
21.11 Participate in the activities 100%.

21.12 Execute the schottische 8 times to the R and 8 times to the L with 100% accuracy.

21.13 Perform the schottische dance while holding hands with a partner-80% accuracy.

(See Objective 20.13 for dance sequence).

NAMES



ACTIVITY 22 - RHYTHMS

Goal 22.0 Demonstrates abilities in the physical and social areas through time, coordination, directionality, laterality and partnering tasks in rhythms activities.

Objective 22.1 The Student should be able to:

22.11 Participate in the activities 100%.

22.12 Execute the following combination (use one lummi stick) with lummi sticks:

Tap floor 16 times
Tap shoulders 16 times
Tap sticks standing on end on floor 16 times
Tap sticks with a neighbor's sticks 16 times
Consistently maintain the beat of the music one time with 75% accuracy.

22.13 Perform the schottische 8 times R and 8 times L a minimum of 4 times with 100% accuracy.

NAMES

| OBJECTIVES | | |

ACTIVITY 23 - RHYTHMS

Goal 23.0 Review and evaluation of Rhythms Activities from the past two weeks.

Objective 23.1 The Student should be able to:

23.11 Participate in the activities 100%.

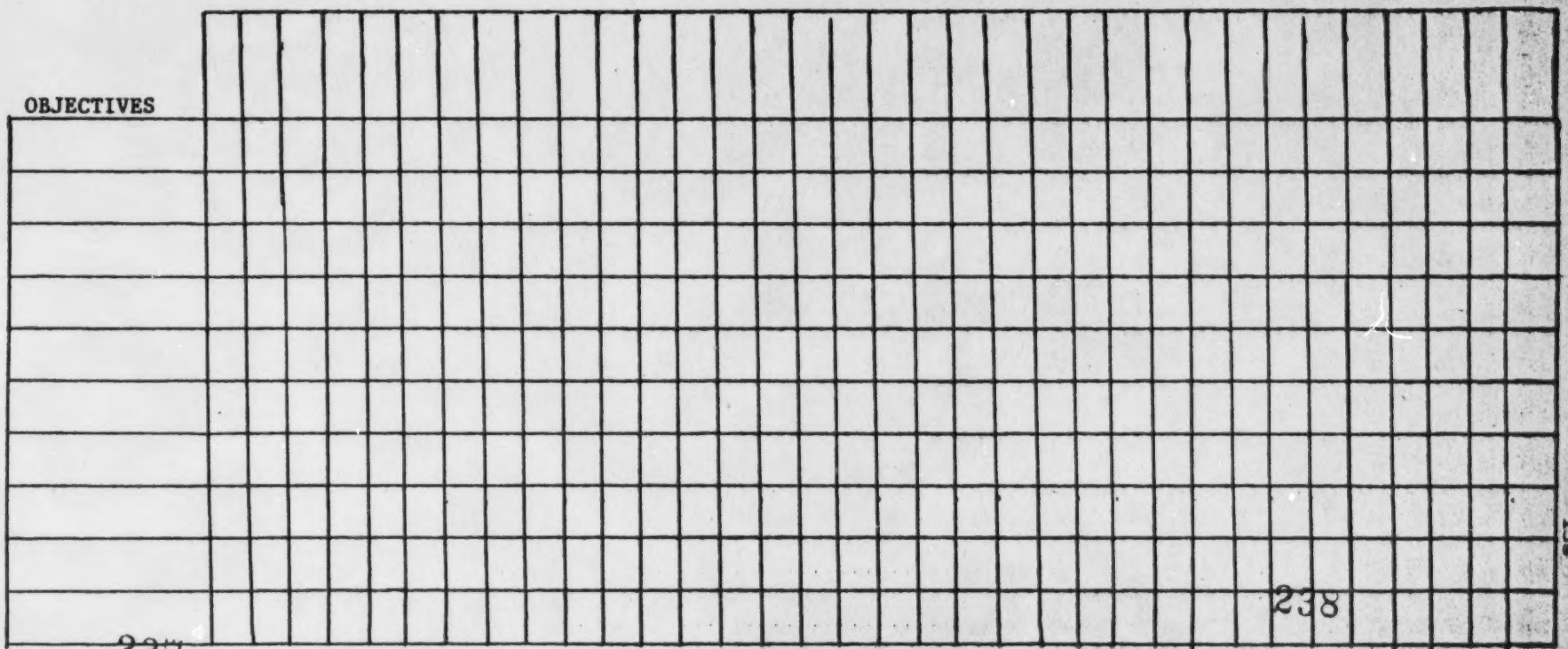
23.12 Execute the tinikling dance with a leap a minimum of 4 times with 75% accuracy.

23.13 Perform the schottische 8 times R and 8 times L a minimum of 4 times with 100% accuracy.

23.14 Perform the dance La Raspa a minimum of 1 time with 75% accuracy.

23.15 Perform the lummi stick routine and maintain the beat of the music, a minimum of 4 times with 75% accuracy.

NAMES



ACTIVITY 24 - RHYTHMS

Goal 26.0 Demonstrates abilities in the physical and psychological areas through name identification, time, and dance tasks in rhythms activities.

Objective 26.1 The Student should be able to:

26.11 Participate in the activities 100%.

26.12 Perform the tinikling routine while keeping a constant rhythm and maintaining the beat of the music a minimum of 1 out of 2 trials with 75% accuracy.

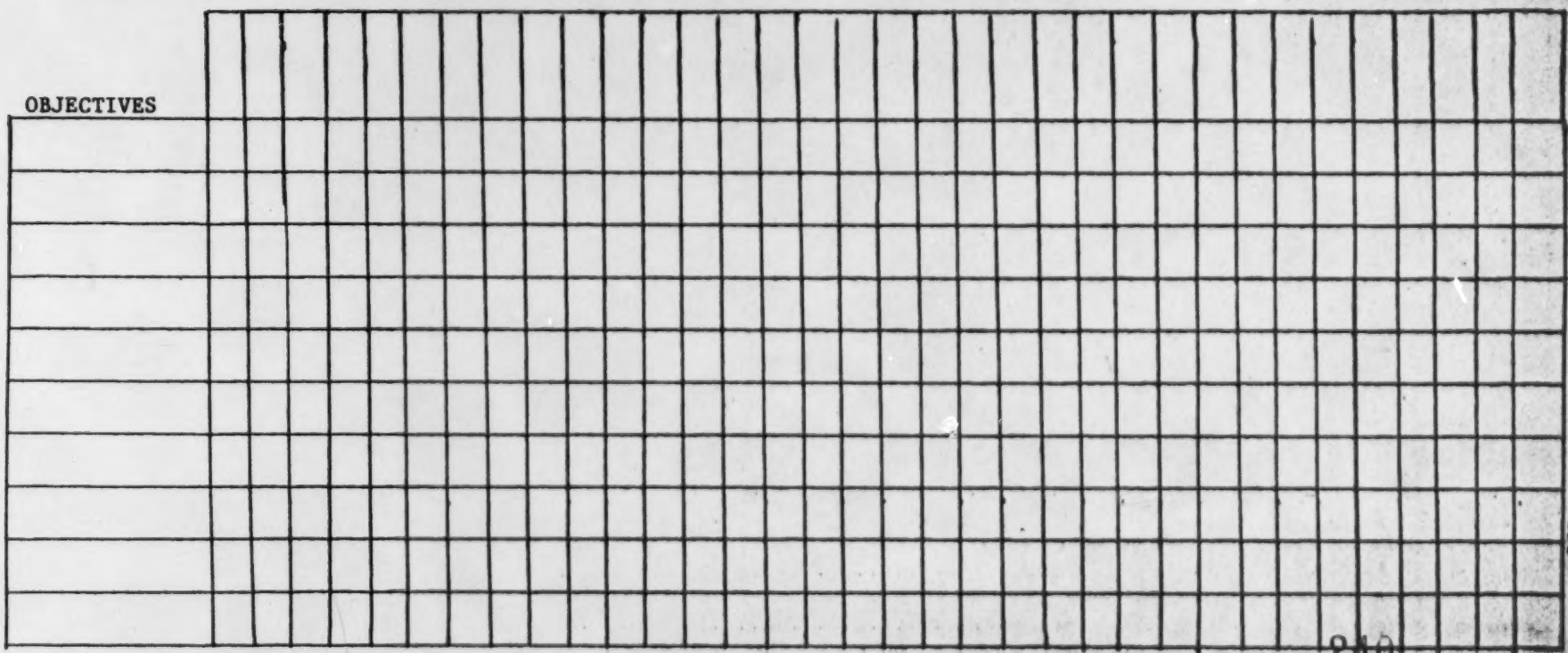
25.13 Identify and verbally communicate his/her name a minimum of 1 times in a group activity called "Rhythm Name Game:"

Slap knees 2 times

Clap hands 2 times

Snap L fingers while simultaneously enunciating the first half of the individuals name (Sal-)

Snap R fingers while simultaneously enunciating the second half of the individual's name (ly) with the beat.



Objectives - Unit 5

ACTIVITY 25 - DANCE

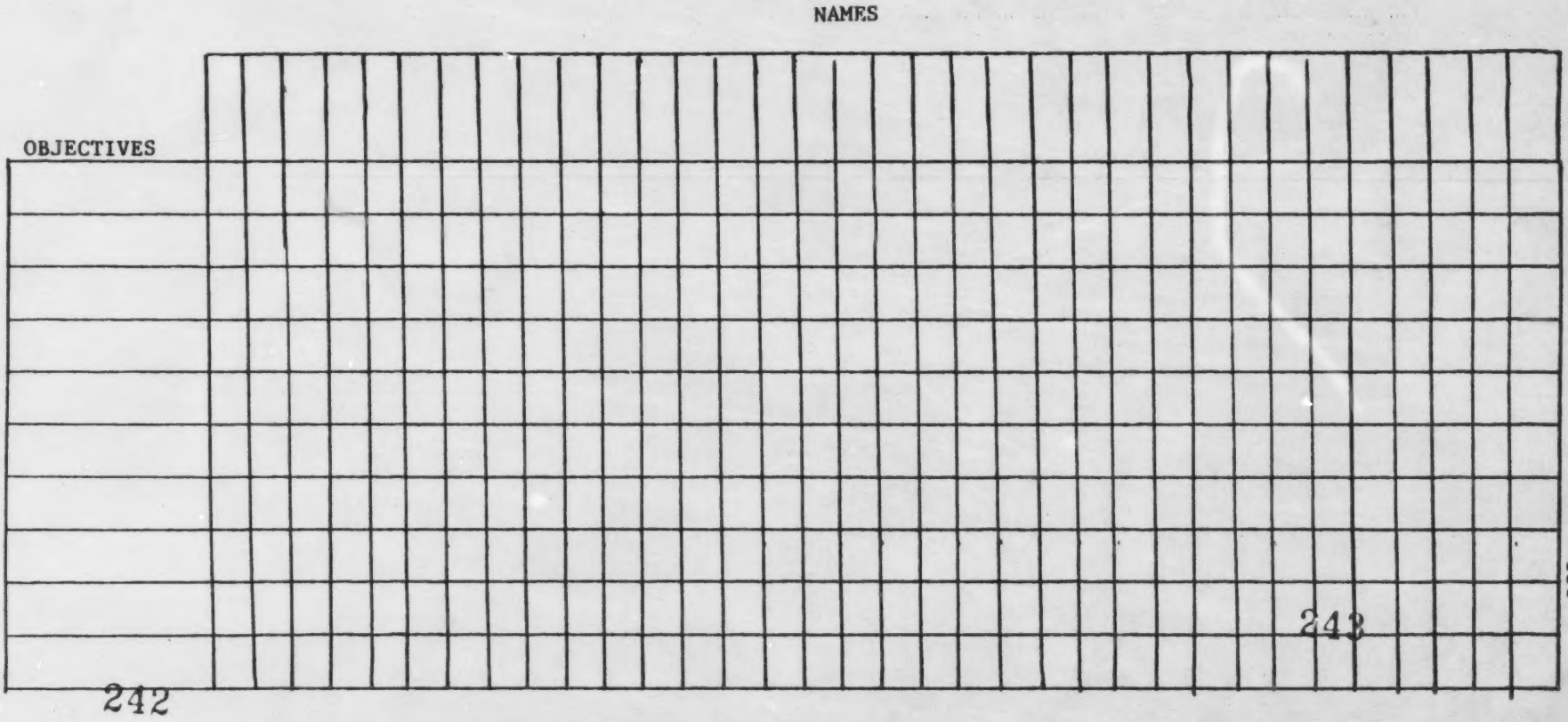
Goal 25.0 Demonstrates abilities in the physical and social areas through partnering, shapes, social customs/gestures and movement in dance activities.

Objective 25.1 The Student should be able to:

25.11 Participate in the activities 100%

25.12 Perform the mazurka 8 times R and 8 times L a minimum of 1 out of 2 trials with 75% accuracy.

25.13 Perform the La Raspa with a partner a minimum of 1 time with 80% accuracy.



ACTIVITY 26 - DANCE

Goal 24.0 Demonstrates abilities in the physical and social areas through time, coordination, partnering and dance tasks in dance activities.

Objective 24.1 The Student should be able to:

24.11 Participate in the activities 100%.

24.12 Perform the mazurka 8 times R and 8 times L at least 1 out of 2 trials with 75% accuracy.

24.13 Perform the following square dance steps a minimum of 1 time with 75% accuracy.

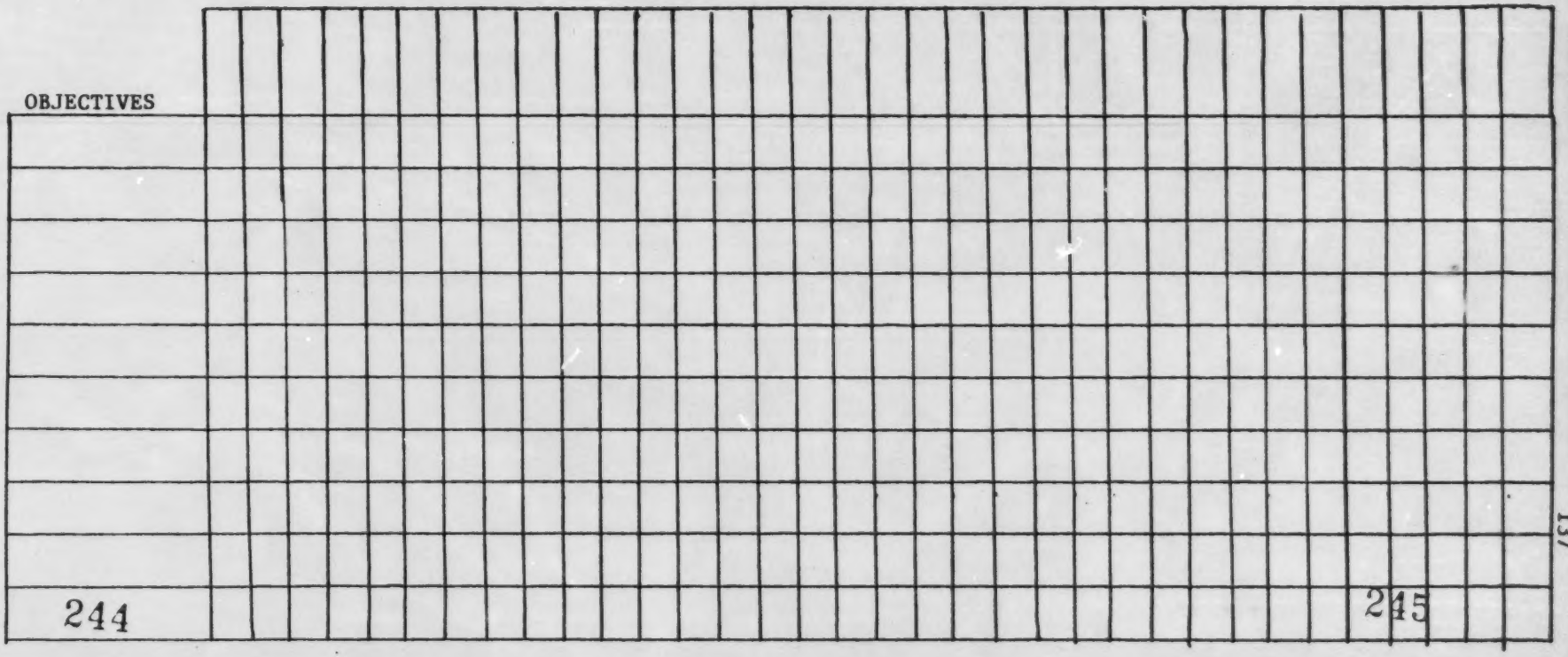
bow to your partner

do-sa-do

R elbow swing

L elbow swing

NAMES



ACTIVITY 27 - MOVEMENT/RHYTHMS EVALUATION

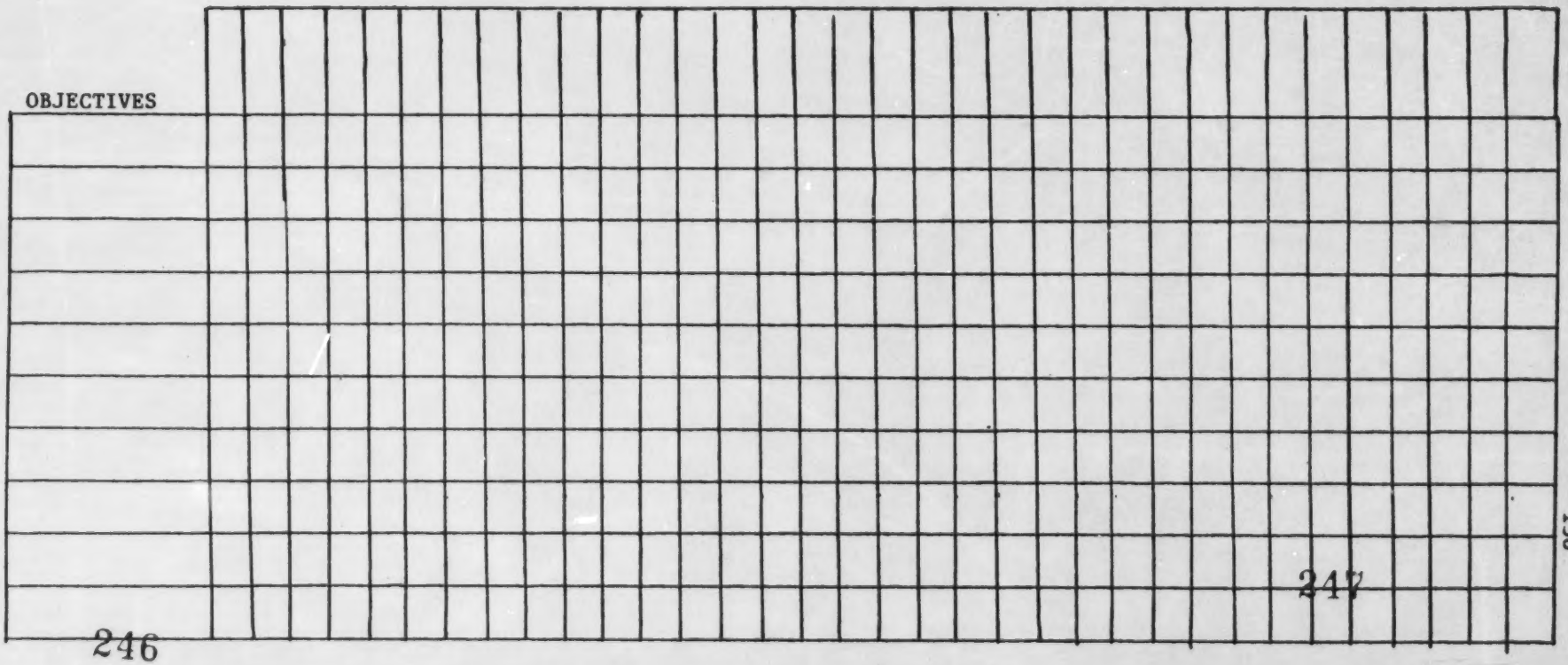
Goal 27.0 Demonstrates abilities in the physical, psychological and social areas through perceptual-motor, physical fitness, rhythms and dance tasks in movement/rhythms activities.

Objective 27.1 The Student should be able to:

27.11 Participate in the activities 100%.

27.12 Demonstrate a proficiency level in the "Movement/Rhythms Assessment" as determined by 1 out of 1 trials.

NAMES



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ACTIVITY 28 - DANCE

Goal 28.0 Demonstrates abilities in the physical and social areas through partnering, shapes, social customs/gestures and movement in dance activities.

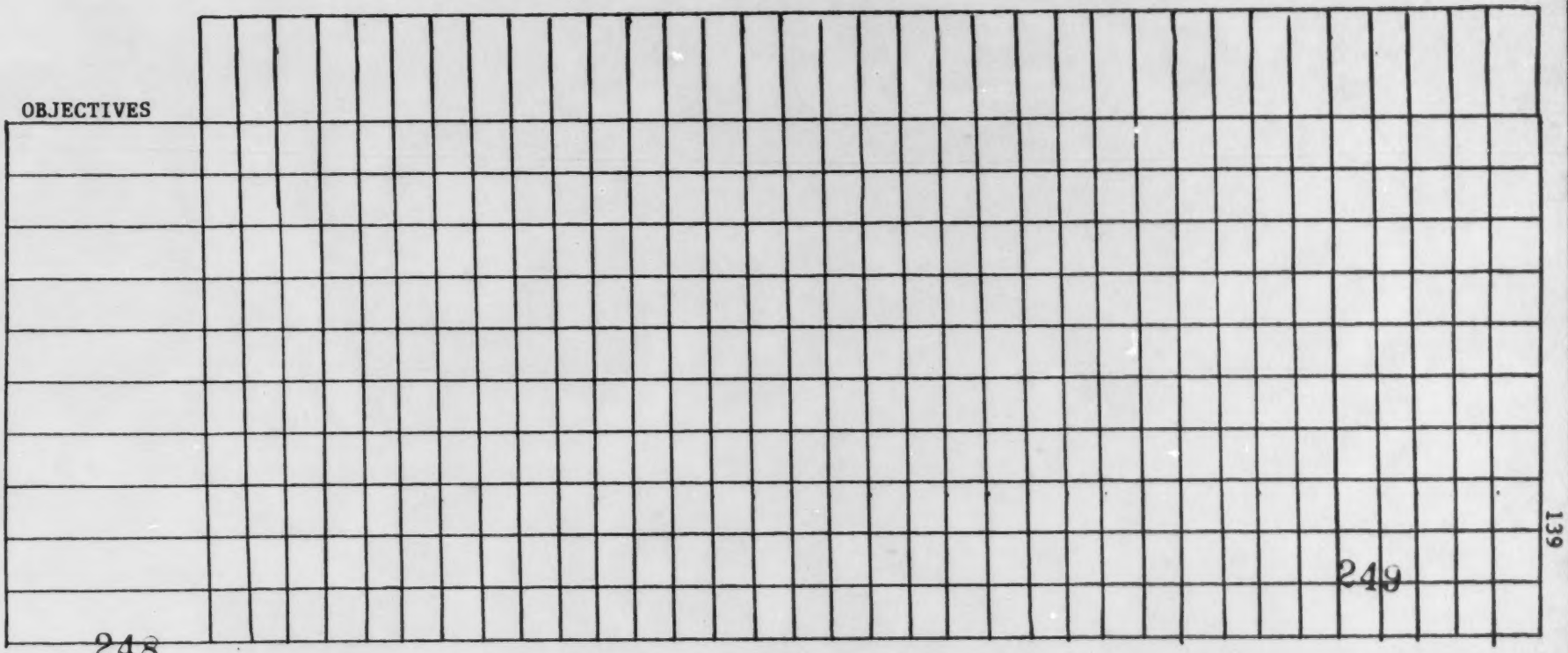
Objective 28.1 The Student should be able to:

28.11 Participate in the activities 100%.

28.12 Perform the mazurka 8 times R and 8 times L with 80% accuracy.

28.13 Perform the Virginia Reel a minimum of 1 time without stopping.

NAMES



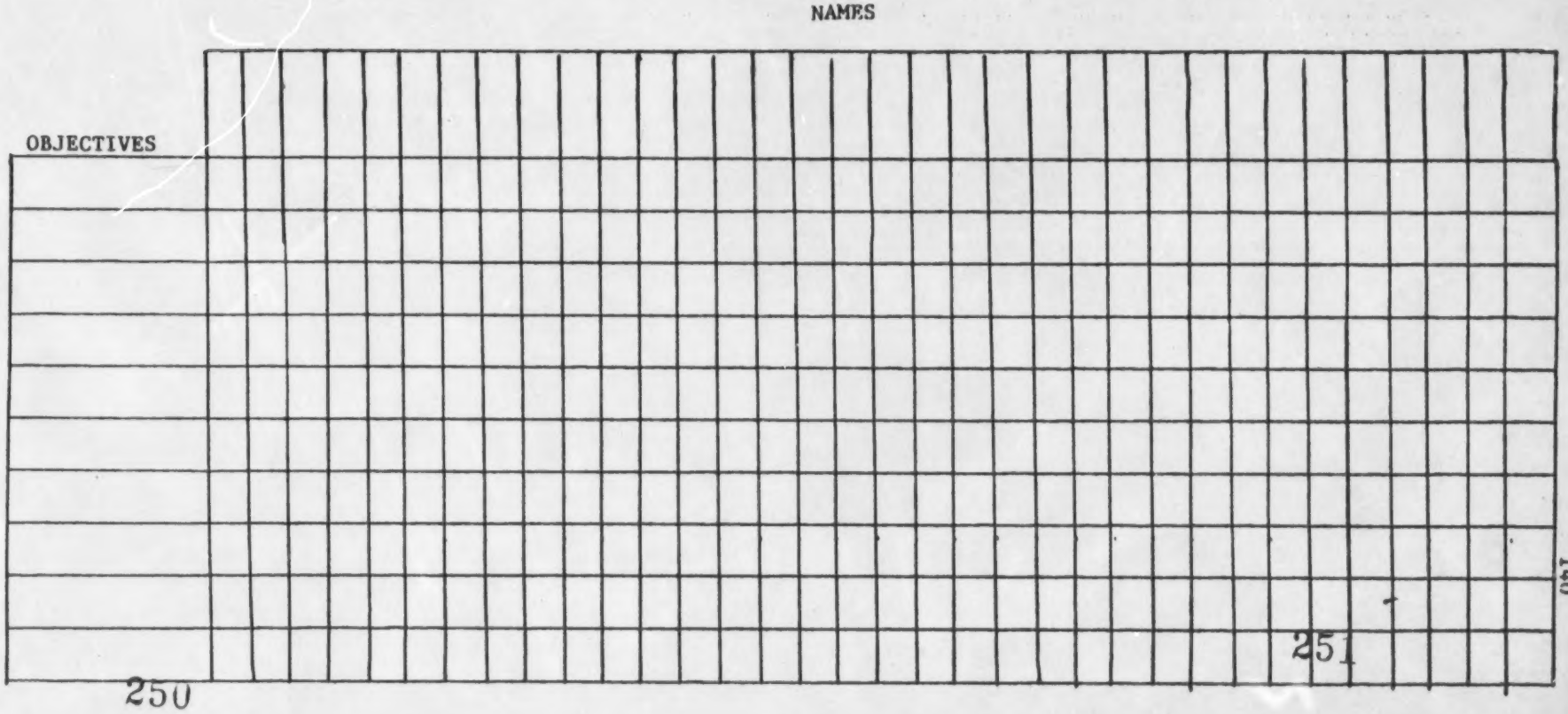
ACTIVITY 29 - MOVEMENT/RHYTHMS EVALUATION

Goal 29.0 Demonstrates abilities in the physical, social, and psychological areas through perceptual-motor, physical fitness, rhythms and dance tasks in movement/rhythms activities.

Objective 29.1 The Student should be able to:

29.11 Participate in the activities 100%.

29.12 Demonstrate a proficiency level in the "Movement/Rhythms Assessment" as determined by 1 out of 1 trials.



ACTIVITY 30 - REVIEW

Goal 30.0 Demonstrates abilities in the physical, social, and psychological areas through partnering, social, customs/gestures, leadership and movement tasks in dance activities.

Objective 30.1 The Student should be able to:

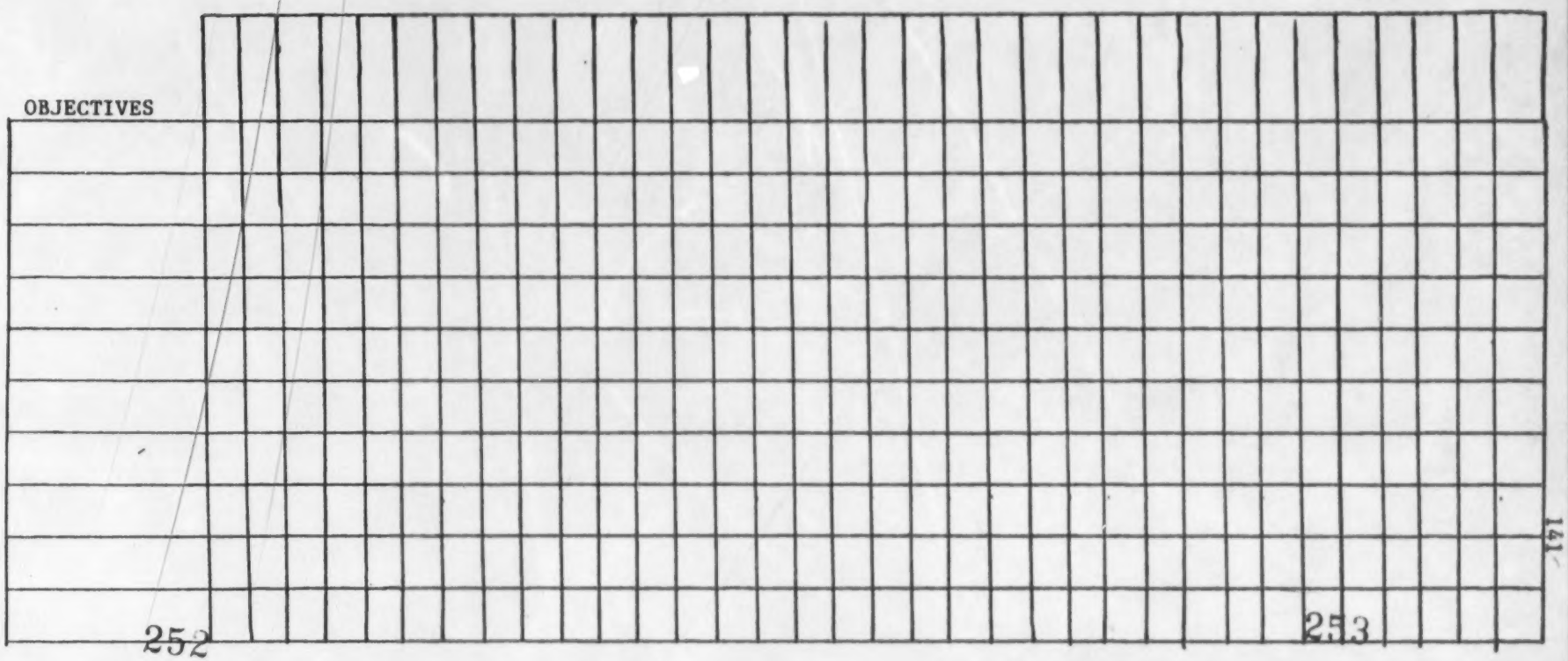
30.11 Participate in the activities 100%.

30.12 Demonstrate social skills used in requesting a dance with a partner a minimum of 1 time (e.g. bowing to the partner while requesting, shaking hands etc.)

30.13 Perform the mazurka dance without stopping and with 50% accuracy.

30.14 Perform the folk dance without stopping and with 50% accuracy.

NAMES



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Appendix A

Assessment/Evaluation Instrument

DANCE ASSESSMENT/EVALUATION INSTRUMENT

Instruction	Rudimentary Mechanics of Movement	Students													
	The student is able to:														
(Stand) Directions	1. bend the knees														
	2. rise on the toes														
	3. bend the upper body														
Laterality	forward														
	backward														
	right side														
	left side														
Physical Fitness	4. extend L leg from hip (knees straight)														
	forward														
Space	sideward														
	backward														
	5. extend R leg from hip (knees straight)														
Shape	backward														
	forward														
Level	sideward														
	6. Using a rope (lying on floor by student)														
	step over the rope														
	walk around the rope														
	step on the rope														
	7. Form a circle on floor with rope														
	step inside the circle														
	step outside the circle														
	stand beside the circle														
Problem Solving	8. Move under the rope (Free Choice: students demonstrate through creative discovery)														
Locomotion	9. Walk														
	10. Run														
	11. Hop														
Rhythm	R foot														
	L foot														
Time	12. Leap														
	13. Gallop														
Control	R foot lead														
	L foot lead														
	14. Skip														
	15. Combinations														
	walk, feet together, walk, (Waltz)														
	leap, walk, walk (Mazurka)														
	walk, walk, walk, hop (Schottische)														
Nonlocomotion	16. Jump														
	17. Fall down (collapse)														

	Rudimentary Mechanics of Movement (Stand) The student is able to:	Students													
Shape	18. Balance on R leg (10 seconds)														
	19. Balance on L leg (10 seconds)														
Space	20. Swing one leg														
Energy	21. Twist your whole body														
	22. Stamp you R foot hard														
	23. Stamp your L foot soft														
	24. Make yourself as small as possible														
	25. Make yourself as large as possible														
Body Part Identi-fication	26. Touch your shoulder														
	27. Touch your back														
	28. Touch your shoulder blades														
	29. Touch your neck														
	30. Touch your ribs														
	31. Touch your hips														
	32. Touch your waist														
Mid-line Crossing	33. Touch your arm & head														
	34. Touch your head & waist														
	35. Touch your chin & knee														
	36. Touch knees with arms crossed														
Coordi-nation	37. Touch both of your neighbor's shoulders														
Part-nering	38. Stand facing a partner and shake R hands														
	39. Stand next to your partner with R shoulders touching														
	40. Partners stand facing each & perform the following combination 4 times:														
	Hit your knees 2 times														
Mirroring	Clap your hands 2 times														
	Hit your partners hand 1 time														
	Hit the other hand 1 time														
Uneven rhythm	41. Clap the rhythm of the gallop 8 times														
Even ryhthm	42. Clap the rhythm of the schottische 8 times														
	Execute the following pathways														
	43. Zig Zag														
	44. Circular														
	45. Straight														
	46. Curved														
	47. Perform the following combi-nation 1 time														
	Snap your fingers 8 times														
	Clap your hands 8 times														
	Tap the floor with your hands 8 times														

	Students													
Snap 4 times														
Clap 4 times														
Tap 4 times														
Snap 1 time														
Clap 1 time														
Tap 1 time														
Repeat this one 3 more times														
48. Stand next to a partner with shoulders touching, facing the same direction. Hold hands (arms crossed) and walk forward 16 counts then backwards 16 counts. Repeat														

- = incorrect movement
- = correct movement
- = Absent
- = was not observed
- = off task (did not participate)

Glossary

Terminology

1. Movement Foundation Terms
   a. walk - a series of steps on alternate feet
   b. run - a series of quick, successive steps and only one foot should be touching the ground during execution
   c. jump - elevation into the air from two feet and landing on two feet
   d. hop - elevation into the air on one foot and landing on the same foot
   e. leap - elevation in the air from one foot and landing on the alternate foot
   f. skip - comprised of a step (or walk) and a hop.
   g. slide - gliding step-hop pattern, usually one foot maintains contact with the ground
   h. gallop - similar to a slide, although one foot takes the place of the other (in a step-hop pattern) and the elevation is directly up
   i. stork stand - stand on one foot (the supporting leg) and rest the other foot (working leg) so that ankle is placed on the inside of the knee of the supporting leg
   j. bear walk - bend over from the waist and touch the hands to the floor, try to keep legs straight and walk across the floor (this activity begins from a standing position)
   k. crab walk - lie in a supine position on the floor, then use the hands and legs to lift the body approximately 12" from the floor and begin to move using hands and feet

l. seat walk - sit on the floor with legs extended in front and back straight, alternating legs, lift the legs and move in either a forward, backward, or sideward direction across the floor (arms should be folded and placed in the lap)

m. wheelbarrow - one partner stands, the other partner lies on the floor in a prone position, the one standing lifts the feet of the partner off the ground until the partner is resting on the hands

n. hurdler's stretch - a flexibility exercise in which a person lies on the ground in a supine position with one leg bent so that the foot is resting near the hip of the same leg, the body is lifted up from the ground by the elbows and arms

o. butterfly - a flexibility exercise where the individual sits on the floor with the legs bent and pulled toward the torso and the feet (soles) are touching, the object is to gently push the knees closer to the ground

p. statues - the students are asked to move within a certain area of the room and to listen for the cues given by the instructor, the object is to move in response to the directions without contacting the body parts of other students who are participating in the task

2. Nonlocomotor -

movement that initiates from poin of the floor and that is fixed and terminates on that same point (examples: twisting the torso, swinging the arms, swinging the legs)

3. Locomotor -

   movement where the body is transported from one point on the floor to a different point on the floor.(examples: leaping, running, walking, galloping, skipping)

4. Rhythm

   a. continuous - where every note or rest is allotted the same duration with regard to time

   b. broken - where one note or rest is allotted a longer or shorter duration of time than the others within a prescribed interval or measure (examples: skip, gallop, slide)

   c. lummi sticks - pairs of sticks that are approximately 10-12" in length and are made of a hard substance such as wood

   d. tinikling poles - long bamboo poles that are approximately 6' in length

5. dance step terms

   a. schottische - a step-step-step-hop movement combination performed in a continuous rhythm (the steps are alternating)

   b. polka - comprised of the same steps as the schottische and performed in a broken rhythm

   c. two-step - a step-together-step movement combination that is performed in this instance in a continuous rhythm

   d. mazurka - a leap-stamp-step movement combination performed in a continuous rhythm

   e. elbow swing - a couple grabs opposite elbows and swings around usually once

   f. Do-si-do - a couple pass each other's righ shoulder, circle back-to-back, and return to their original places

g. shuffle - the walking movement used in square dance, the feet remain in constant contact with the floor

6. Movement Components - the tools used by the choreographer to take basic steps and movements, combine them, and develop a dance routine

   a. space - personal space includes the area between the body and the greatest distance away from the body that can be reached by the arms or legs from a fixed point on the floor whereas general space includes the space that we move into and away from and out of during locomotor movements

   b. level - using the floor as a reference, it is the distance that the body moves in relation to the floor or that parts of the body move in relation to the floor

   c. shape - the configurations or geometrical patterns that can be made with the body and its part (example: when rounding the arms to make a circle or semi-circle)

   d. size - using the body and its parts to change the amount of space that is used (example: forming a ball with the body and decreasing the amount of space that is used)

   e. focus - the direction, intensity, and focal point of the eyes

   f. gesture - expression of the body in communicating a thought or idea

   g. direction - movements of the body in a forward, sideward, backward, upward, or downward manner

   h. pathways - movement of the body through space in a circular, straight, zig zag, or curved manner

7. Movement Qualities - The spices that are added to the choreography to add flavor to the dance routine or tne dynamics
   a. percussive - a sharp, punctuated movement that utilizes a darting and quick energy level
   b. sustained - the opposite of percussive, where the energy level remains constant (example: usually used to maintain a pose or when holding the arms out to the side for a period of time)
   c. suspension - the cessation of the energy flow in a specific body part or parts, this differs from a collapse because it is that period of time when the body maintains its position in space, after the muscle have ceased to activate the movement and before the natural forces (e.g. gravity) take over
   d. collapse - a cessation of the energy flow and the natural forces take over to control the movement (example: releasing those muscles that are responsible for maintaing an erect and standing body so that the body falls to the floor)
   e. vibratory - often observed in the hands and fingers, the energy flow fibrillates to cause the body parts to shake
   f. swinging - an example of a pendulum motion that evolves from a particular joint
8. Folk dance - dancing that is indigenous to certain countries, folk dancing teaches about the culture and social mores that are a central part of a particular country

9. Square dance - is often considered a specific type of American folk dance, partner dances are predominant and a caller is often used to direct the dancers
10. Creative dance - an expressive way to move that promotes individualization, instead of a choreographer, the instructor acts as a facilitator to encourage individuals to explore and experience movement through dance